DOCUMENT RESUME

ED 151 464 UD 017 999

TITLE	A Parents' Guide to the Magnet Schools in Boston.
INSTITUTION	City-Wide Educational Coalition, Boston, Mass.
PUB DATE	May 77
NOTE	100p.; For a related document see UD 018 100
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Educational Alternatives; *Educational Programs; *Guidelines; Parent Attitudes; Parent Participation; *Program Descriptions; Public Schools; *Resource Guides
IDENTIFIERS	*Magnet Schools; *Massachussetts (Boston)

ABSTRACT

This guidebook for parents was written by staff members of the City-Wide Educational Coalition, many of whom are parents of children attending magnet schools. When the city-wide district of magnet schools was created in Boston, parents found that they had the option of requesting student assignment at any of the magnet schools. One problem parents faced in making the choice was a shortage of information about the programs at these magnet schools. The purpose of this parent guide is to fill that gap. In order to acquire knowledge about the magnet schools a questionnaire was used. Magnet schools were also visited and interviews were conducted with building administrators and with teachers. While gathering material during the site visits, about 75 parents from the schools hosted the tours and shared their experiences and ideas about Boston's magnet schools. This guidebook describes the magnet school programs, explains the options available within each school and shares the comments and concerns of the parents interviewed. (Author/AM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED151464

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

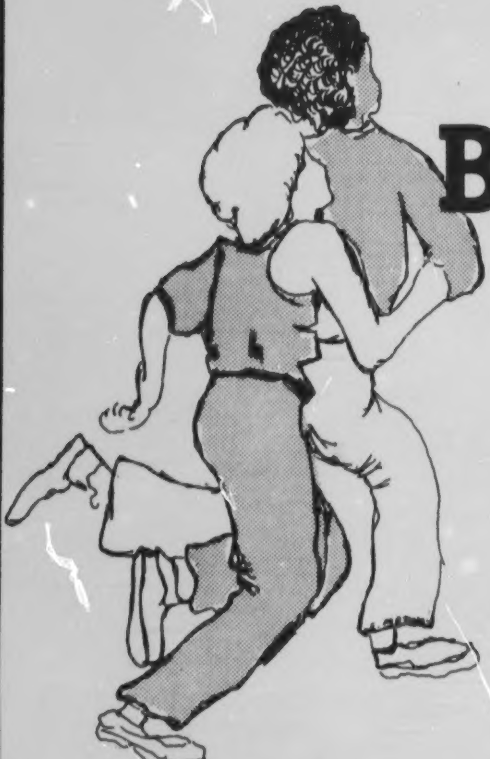
C. DiBella

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM"

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A Parents' Guide to the Magnet Schools in Boston



cwec

City-Wide Educational Coalition
52 Chauncy Street
Boston, MA 02111
542-2835

May, 1977

UD017999

A Parents' Guide to the Magnet Schools in Boston

Prepared by the City-Wide Educational Coalition

© Copyright City-Wide Educational Coalition 1977
All rights reserved

Research and publication made possible by State funds under a contract with the Bureau of Equal Educational Opportunity.

The City-Wide Educational Coalition
52 Chauncy Street
Boston, Mass. 02111
542--2835

Acknowledgments

Prepared by the Technical Assistance Staff
Marion Van Arsdell, Director

Researched and Written by:

Neil Didriksen
Pat Kindregan
Alma Purvis
Viola Solomon
Marion Van Arsdell

Assisted by:

Shirley Burke
Arnita Cooper
Jane Guise
Helen Hawes
Mary Keenan
Deborah McCarthy
Viola Napier
Carl Nickerson
Gerri Gleason

Produced by the Public Information Staff
Enis Mattozzi, Production Coordinator, Designer
Thomas Cohan, Editor

Typists:

Josephine Apperwhite
Pauline Bailey
Annmarie Flynn
Maureen Horgan

Photography:

Enis Mattozzi
Neil Didriksen

Board of Directors

John Marston, co-chairperson
Esther Santos, co-chairperson

Nancy Barnes
Rev. Bradford Bryant
Rev. Scott Campbell
James Caradonio
John Coakley
Maureen Gannon
Peter Golden
Matthew Goode
Bill Hartford
Nancy Hoffman
Virginia Hurley
Theresa McBrien
James McDevitt
Margaret McNally
Marilyn MacPherson
Roberta Marchi
Jean Michele
Rev. Clyde Miller
Joan Moss
Paul Nevins
John O'Bryant
James O'Sullivan
Francis Parkman
Vic Petsy
Bernice Randall
Rev. Ed Rodman
Donna Sorgi
Alice Taylor
Vivienne Thomson
John Tsang
Bobby White
Joe Williamson
Alice W. Yancey

C.W.E.C. Personnel

Mary Ellen Smith, Executive Director

Josephine Apperwhite
Pauline Bailey
Tom Cohan
Arnita Cooper
Neil Didriksen
Annmarie Flynn
Gerri Gleason
Jane Guise
Helen Hawes
Theresa Hynes
Pat Jones
Mary Keenan
Pat Kindregan
Pat Leon
Jane Margulis
Enis Mattozzi
Deborah McCarthy
Viola Napier
Carl Nickerson
Alma Purvis
Josephine Shaddock
Viola Solomon
Marion Van Arsdell

TABLE OF CONTENTS

P. 4 Acknowledgements

P. 5 A Word From The District IX Superintendent

P. 6 A Word From The District IX CPAC and CDAC

P. 7 Introduction

Pp. 8-10 Maps of Magnet Schools

Pp. 11-37 Descriptions of Magnet Elementary Schools

Pp. 38-46 Descriptions of Magnet Middle Schools

(Boston Latin, Boston Latin Academy and the Mario Umana also have middle school programs but are listed in the high school section.)

Pp. 47-73 Descriptions of Magnet High Schools

Pp. 74-81 Descriptions of Special Magnet Schools

Pp. 82-88 Programas Bilingues Hispanos en las Escuelas Magnetos

Pp. 89-91 Explanation of Format of School Descriptions

P. 91 Choosing a Magnet School

Pp. 92-94 Assignment Process

P. 94 Transportation

P. 95 Kindergarten
More Magnets Likely

P. 96 The District IX Parent Teacher Resource Center

* Informacion en Espanol Sobre Distrito Magneto en la Pagina 82-88

Rafael G. Rodriguez-Dax

Acknowledgements

The "Parents' Guide" could not have been written without the generous support and help of many people. Our thanks to the Bureau of Equal Educational Opportunity, Massachusetts Department of Education for their advice and financial support for this project. The constant support and assistance of Dr. Muriel Harris, Community District Superintendent for District IX, and Roger Beattie of her staff have also been invaluable. Our special thanks to the principals, head masters, teachers and parents who shared with us their excitement and their frustrations.

For all the magnet school parents who shared their time, enthusiasm and concerns with us -- the "Parents' Guide to Magnet Schools" is yours.

Permission to duplicate any part of
this document must be obtained from
the City-Wide Educational Coalition.

A Word from the District IX Superintendent

Boston's Magnet Schools were founded on two concepts:

1. They would organize schools around readily identifiable themes, and
2. They would accept students from any area of the city.

The hope was that these two criteria would enable Boston to promote desegregation without the unhappiness and bitterness which is sometimes present when non-voluntary assignments are made. As we look at the Magnet District from the perspective of voluntary attendance and oversubscription, one has to conclude that the magnet schools have been doing what they set out to do. Although as District Superintendent I am very pleased with our magnet programs thus far, I recognize a strong need to continue to strengthen and augment our magnet programs so that they will continue to attract. It is my goal to maintain a continuous evaluation and upgrading of our programs and collaborative efforts so that the magnet schools will continue to be an attraction for Boston parents. I am grateful to C. W. E. C. for developing this "Parents' Guide" which will help many Boston parents become aware of the only magnet district in the country.

Muriel K. Harris

Muriel Harris
Community District Superintendent
District IX

A Word from the District IX CPAC and CDAC

As the District IX Chairpersons to the Community District Advisory Council and the District IX Representatives to the City-Wide Parents Advisory Council, we would like to extend our welcome to all present and future parents of District IX students. We are especially happy that as parents you have this booklet of additional information about the programs and services available in District IX Schools.

As this booklet makes clear, there are tremendous strengths as well as many weaknesses in the schools in District IX. Magnet themes in some of the schools are just beginning to develop. In others, the magnet is a reality, providing the quality, integrated education we all desire for our children.

The unevenness in the quality of District IX Schools is a reality we must face. As parents concerned with getting the best possible education for our children, we must recognize the problem areas if we are to bring about needed changes. Parent involvement is the critical element to accomplishing the changes and improvements we seek. In the past, we have been systematically excluded by the school authorities from any meaningful involvement in the schools and the education of our children. Since desegregation, much has changed. Through the Racial Ethnic Parent Councils, the Community District Advisory Councils, and the Citywide Parents Advisory Council, parents are gaining the rights, responsibilities, and power that are necessary to make decisions that effect the education of our children. Like the magnets in many of our schools, it is something which has only begun. But the potential for our schools, our children, and ourselves, is unlimited.

Parents in District IX Schools have a commitment to quality, integrated education. We and our children are here because we have chosen District IX. We know that what exists in the best of our schools should exist in every school in the district, and indeed in every school in the city. We can achieve this goal when all parents--Black, White, Asian, Hispanic, American Indian--are working together.

CDAC Co-Chairs, District IX:	CPAC Representatives, District IX:
Polly Halfkenny	Henry Allen
Artie Slayman	Ralph Browne

Introduction

The "Parent's Guide to Magnet Schools" has been written by staff members of the City-Wide Educational Coalition, many of whom are parents of children attending magnet schools. We have written this guide because we wanted to learn more about the options available to our children and we wanted to share that information with other parents.

Magnet schools are designed to provide an educational program with a unique style and characteristics that will attract students and promote voluntary desegregation, and the Massachusetts Legislature appropriates $3 million each year to support magnet schools and programs. Boston has had some schools that functioned as magnets for many years. The Trotter School, Boston's first magnet elementary school, served as a model of peaceful and enthusiastic desegregation. Later a middle school and Copley High School were linked to the Trotter to form the magnet Model Demonstration Subsystem. The Haley School later opened as a second magnet elementary school. In spite of the success of these schools in attracting students, the Boston School Committee did not expand the network of magnet schools until ordered to do so under a Federal Court Order. In his Phase II Order, Judge Arthur W. Garrity ordered that 20 magnet schools would be open for city-wide voluntary enrollment in September, 1975.

When the city-wide district of magnet schools was created, parents suddenly found that they had the option of requesting student assignment at any of these magnet schools. One problem they faced in making a choice, however, was a shortage of information about the programs at these "magnet" schools. The purpose of this "Parent Guide" is to fill that gap.

Staff members of the City-Wide Educational Coalition worked together to compile a standard questionnaire for gathering information on the magnet schools. We then visited each of the magnet schools, met with the building administrator and talked with teachers. We were assisted in all of this by approximately 75 parents from these schools. These parents hosted our tour of many schools and shared their experiences and ideas with us about Boston's magnet schools.

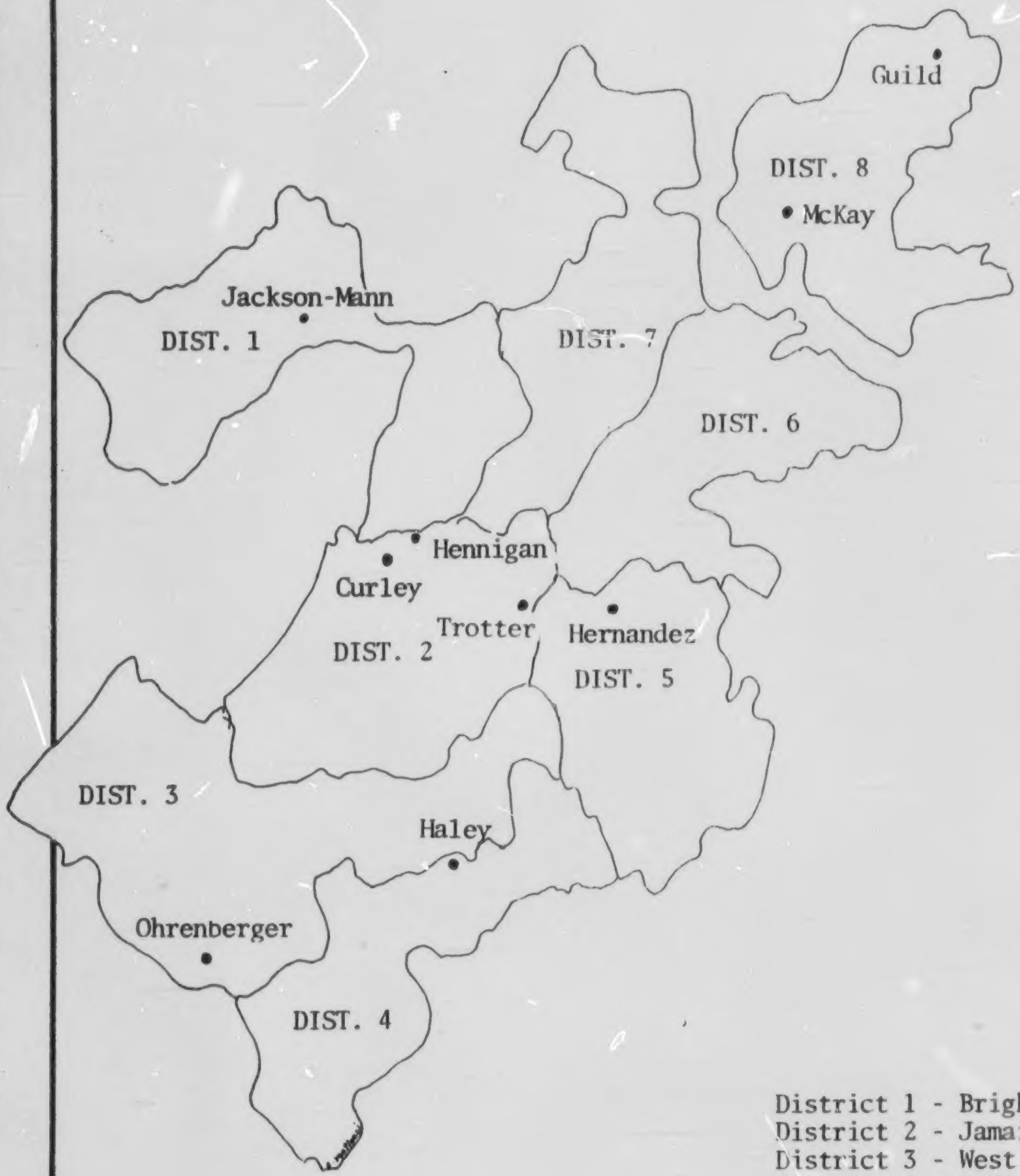
In this guidebook we describe the magnet school programs, explain options available within each school and share the comments and concerns of the parents interviewed. We found many exciting programs developing within the magnet schools; though at some, there are still serious problems with inadequate facilities, equipment, or support services. This guidebook is designed to provide parents with descriptions of the magnet schools to assist them in making a wise choice as to what is the best program for their children.

We hope this guidebook will be helpful to you in making choices, and that, as you make these choices, you will share with us your experiences and impressions of the magnet schools in Boston.

Magnet schools offer all of us a choice--they give us a chance to say something about what kind of quality, integrated education we want for our children. Those parents who have already made that choice are working now to ensure that strong, innovative educational programs become the rule rather than the exception for all our children.

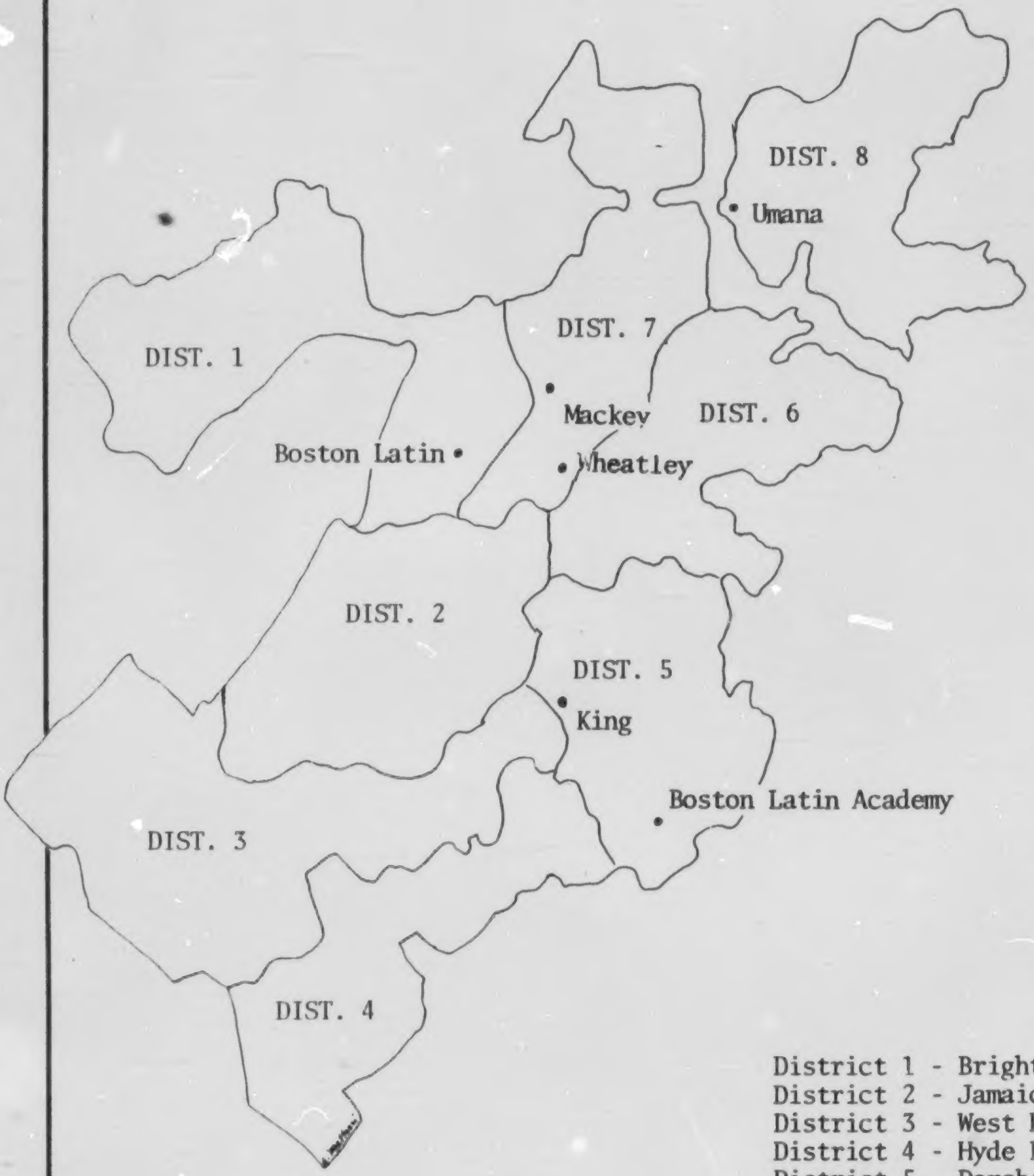
Marion VanArsdell, Project Director

District IX Elementary Schools


Guild
DIST. 8
McKay
Jackson-Mann
DIST. 1
DIST. 7
DIST. 6
Hennigan
Curley
Trotter
Hernandez
DIST. 2
DIST. 5
DIST. 3
Haley
Ohrenberger
DIST. 4

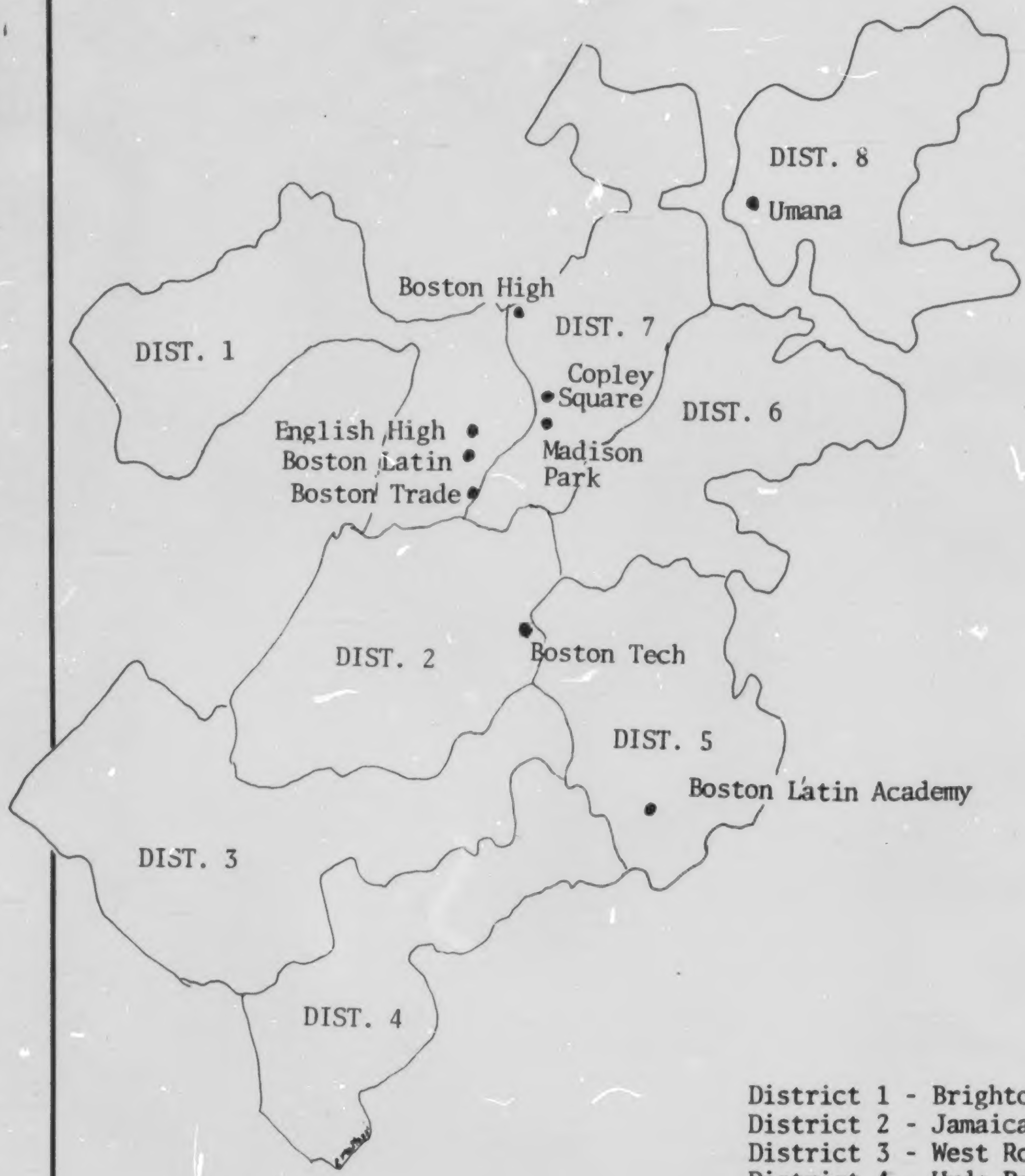
District 1 - Brighton-Mission Hill
District 2 - Jamaica Plain
District 3 - West Roxbury
District 4 - Hyde Park
District 5 - Dorchester
District 6 - South Boston
District 7 - Madison Park
District 8 - East Boston

District IX Middle Schools


DIST. 8
Umana
DIST. 7
DIST. 1
Mackey
DIST. 6
Boston Latin
Wheatley
DIST. 2
DIST. 5
King
Boston Latin Academy
DIST. 3
DIST. 4

District 1 - Brighton-Mission Hill
District 2 - Jamaica Plain
District 3 - West Roxbury
District 4 - Hyde Park
District 5 - Dorchester
District 6 - South Boston
District 7 - Madison Park
District 8 - East Boston

District IX High Schools


DIST. 8
Umana
Boston High
DIST. 7
DIST. 1
Copley Square
DIST. 6
English High
Boston Latin
Boston Trade
Madison Park
DIST. 2
Boston Tech
DIST. 5
Boston Latin Academy
DIST. 3
DIST. 4

District 1 - Brighton-Mission Hill
District 2 - Jamaica Plain
District 3 - West Roxbury
District 4 - Hyde Park
District 5 - Dorchester
District 6 - South Boston
District 7 - Madison Park
District 8 - East Boston

James Michael Curley
Pershing Road
Jamaica Plain, Massachusetts 02130

Elementary
Telephone: 524-1743
George Guptill, Principal

Enrollment 1976-77: Total - 364 White: 197; Black: 124; Other Minority: 43
Average Class Size: 23

Projected Openings for 1977-78: Seats will be available in the two first grade classes. A few openings may occur in grades 2 - 5. This school is generally oversubscribed. Kindergarten classes will accept city-wide enrollments for available seats - but transportation is not provided for kindergarten.

Description of School

The Curley, a small, open space school, opened in 1970. The two-story building is located in a residential neighborhood in Jamaica Plain. Colorful murals and children's art work decorate the cinder block walls in this bright, modern school. Moveable walls with blackboards and bulletin boards are used to partially divide the large open space areas.

There is modern, moveable furniture and a wide variety of educational materials are evident in every classroom area. The school has a spacious lawn area in front and a paved playground beside the building.

School Facilities

- Art Room
- Library
- Conference Room
- Cafeteria/Auditorium/Gym combination
- Title I Reading Room

Magnet Theme

The magnet theme of the Curley School combines a program of basic skill development with a multi-cultural emphasis. The pairing of the Curley School with Wheelock College has made additional resources available to the school in developing this magnet theme. A coordinator of the Curley/Wheelock program spends several days a week in the school acting as a resource to the Principal, teachers and parents. This year a math specialist and a special needs specialist are provided through the Curley/Wheelock pairing to strengthen the teaching of basic skills.

Teachers at the school have worked with the Wheelock Coordinator to develop a multi-cultural social studies program for the school. The purpose of which is to increase student awareness and understanding of the many ethnic backgrounds represented in the school.

Teachers have also used special funding grants to purchase a film series with a multi-cultural theme.

Educational Program

Students at the Curley School are grouped in two levels - primary (1st - 3rd grades) and elementary (4th - 5th grades). In the primary area, first graders are assigned to two homerooms and work most of the day with their one classroom teacher. The Curley School has found this one to one relationship of teacher and student important at the first grade level. Older primary and elementary students are grouped in mixed grade level homerooms. Teachers work in teams with children who are ability-grouped for work in reading, math and language arts. Students in the second through fifth grades work with several teachers in their team each day. There are several reading and math series currently in use at the Curley. Each team of teachers selects a basic reading series to use with their reading groups and each teacher selects supplementary materials. Homeroom teachers work with their own groups for social studies, science and the following additional programs

Additional Programs

ART - All students participate in an art class at least once a week.

HOME ECONOMICS - All fourth and fifth grade level students have a home economics class (sewing and nutrition) once a week.

Specially-Funded Programs

In addition to the multi-cultural program development described above, these funds provide the following services:

MATH SPECIALIST - provides consultant services to teachers and direct services to children. The teacher works on basic skills with those who need them and accelerated math with the advanced students.

LIBRARY PROGRAM - two library aides are funded through Curley/Wheelock Collaborative. Students visit the library one period per week and are encouraged to use it for independent work.

SPECIAL NEEDS SPECIALIST - provides assistance for children not receiving services under Chapter 766.

TITLE I - The Curley School has a Title I reading program currently serving approximately 125 students. Three Title I teachers and three reading aides work with the students in small groups to provide additional help in developing reading skills. The Title I program has a reading room which includes some programmed reading materials and audiovisual equipment.

Special Needs -- 766

A full-time CET chairperson coordinates core evaluations and services for children with special needs. This year core evaluations at the Curley have usually been completed within a reasonable time, though there is sometimes a delay in waiting for the services of a school psychologist. The resource room is staffed full-time by a resource teacher. A learning disability teacher is at the Curley School four days a week to work with children with specific learning disabilities. A speech therapist is also available part-time to work with students. There is one substantially separate classroom housed in the Curley School serving seven children from Kindergarten I to first grade level. These children spend part of the day mainstreamed in the regular Kindergarten II classroom.

Discipline

The school staff and parents suggest that the small size of the school and the team approach both contribute to maintaining a comfortable atmosphere and relaxed order in the school. The classroom teachers, after explaining the rules of the school to the students at the beginning of the year, encourage the students to take responsibility for their own behavior. Teachers share responsibility for enforcing discipline. When necessary the Principal or parents may need to be involved.

Parent Involvement

There are both a Racial Ethnic Parent Council (REPC) and a Home and School Association at the Curley School. Representatives from both groups have been involved in the planning of the Curley/Wheelock programs. As a part of the Curley/Wheelock program, there are two salaried parent coordinators and an editor for a parent newsletter. The REPC meets monthly, has sponsored curriculum night at the school, and advises the principal on various matters. Parents were involved in the screening committee that selected the principal for the school. The Home and School sponsors fund-raising events and has three meetings a year. A Tuesday morning parent's group has met as part of the Wheelock/Curley program. Parents serve as library volunteers and assist on class field trips.

Parent Comments

Parents interviewed were enthusiastic about the Curley School programs and about the open atmosphere of the school. One parent commented that it is a school that "makes parents comfortable to feel that whenever they want to drop in they can". Parental involvement in this school is increasing and parents have had an important role in planning for the Wheelock programs.

Parents find that there is an atmosphere of friendliness in the school and children know each other and most of the teachers and develop a "spirit of camaraderie".

Parents also mentioned that students were able to work at their own pace and that the school encouraged students to move ahead. One parent cited this as a substantial improvement saying, "My fifth grader has been able to move on at his own speed. At his other school he had to do fourth grade work because he was in the fourth grade. Here he is encouraged to move ahead."

Parents also felt that the gradual movement from the more contained first grades into the increased team teaching for older children, helps children develop responsibility and independence. For many parents this is an important aspect of the Curley program.

Editorial Comments

The Principal, Mr. Guptill, and the teachers are flexible and work together to provide a quality program. The atmosphere is open and friendly. Parental involvement in the school is increasing and is a significant factor in the school's success. Although Curley School parents interviewed were very enthusiastic about the program, they stressed that readers of this guidebook should understand that very few seats will be available at this school next year except in the first grades.

Curtis Guild
5 Ashley Street
East Boston, Massachusetts 02128

Elementary
Telephone: 567-4194
John Vozzella, Principal

Enrollment 1976-77: Total - 203 White: 162; Black: 41; Other Minority: 0
Average Class Size: 20

Projected Openings for 1977-78: Have space for an additional 100 students. These openings will be in all grades, except grade 5. Grades 2-4 need minority students. There are 4 empty classrooms.

Description of School

The Curtis Guild School is a small traditional school located in a residential neighborhood of East Boston across the street from the Orient Heights station. The oldest part of the building is a three-story brick section. A more recent addition houses several classrooms and a large auditorium. The kindergarten classes are in the basement of the old section, as are the administrative offices. There are three asphalt-paved play areas adjacent to the building. The auditorium is used as a play area in bad weather. It has folding chairs which are moved aside at play time.

School Facilities

- Cafeteria
- Home Economics Room
- Reading Resource Room
- Auditorium
- Library

Magnet Theme

The magnet theme at the Guild is language arts. A number of special cultural enrichment programs are offered in conjunction with the Museums of Science, Fine Arts, and Afro-American Arts, the Aquarium, Symphony Hall etc. The most up-to-date audio-visual equipment is used to bolster the teaching of language arts.

Educational Program

Reading:

The students at the Guild are placed in reading programs based on the results of tests given at the beginning of the school year. As they progress, they are moved along to the next reading level. The principal feels that children at the Guild have made significant progress using this system. Children who are significantly behind in reading are given special tutoring services in addition to their regular reading program. There is also a remedial reading teacher in a reading resource room who provides the regular classroom teacher with audio and visual aids to supplement the regular reading program. These materials were made available through a 636 reading proposal. They will also be available to all students next year.

Mathematics:

The math program at the Guild is similar to the reading program. The children are tested in September and placed in a cross-graded fashion, based on achievement. Both remedial and enrichment math programs are offered.

Specially-Funded Programs

TITLE I: At the present time, the Alphabus services the Guild two days per week. Approximately 20 students receive reading instructions. The eligibility requirements are those consistent with all Title I programs, i.e., geocode, percentile scores.

Chapter 636 Funded

PAIRINGS: This school is presently paired with Lesley College under 636. They have jointly developed a language arts program that is expected to continue next year. Under this program, teachers at the Guild have attended an after-school Language Arts Workshop. Lesley College also provides a poet and artist in residence, and aides who assist the teachers in the implementation of the program. The principal feels that the program has been of great value to students, parents and teachers.

The Guild is also paired with the Harvard Museum of Comparative Zoology. Through this pairing the children study in an outside environment and return to the school to put their experiences into practical use by constructing a mini-museum. (Grade 5 only) Experienced personnel from the museum work with the children outside of the school and again when they return to school.

They are also putting together a proposal with the assistance of the

Cultural Education Collaborative that would link them to the Boston Zoological Society in a three-year program. They are hoping this program will be funded by the National Endowment for the Humanities.

Special Needs -- 766

There is one special needs classroom at the Guild that services 28 children. These children spend 25% of their time in the special classroom. Eligibility requirements are based on referrals by teacher or parent.

Core evaluations are completed within the prescribed 30 school day period. There is no substantially separate classroom for special needs students. All special needs children are mainstreamed in the areas of physical education, art, music, and in grade 5, economics.

Parent Involvement

There is an active Racial Ethnic Parent Council and Home and School Association at the Guild. They assist in the writing of 636 proposals and mini-grants. They have also been of invaluable assistance in speeding up repairs and acquiring school furnishings for the building. They are presently assisting in the recruitment of additional minority students. The principal sees the parents continuing as indicated and becoming more involved in shaping school curriculum and policy.

Parent Comments

Parents at the Curtis Guild speak quite favorably of the school. They seem particularly pleased with the cultural programs and the individual attention given to students in the remedial programs.

One problem for parents has been transportation. Minority parents in particular, have found it difficult to visit the school and talk to teachers because of the distance and travel time involved.

"I would love to attend school functions and adult council meetings if I had the transportation. Unfortunately, my income does not allow for that luxury," said one parent.

Another parent was concerned because she has "never met any of (her) child's teachers or the principal for the two years she has been there".

Editorial Comments

Upon visiting the school I found the principal and teachers cooperative and helpful. I was particularly impressed with the cheerfulness of the classrooms, with their bright, colorful paintings on the walls and potted plants throughout.

One drawback is the location. The school is located at the far end of East Boston, quite a distance from the rest of the city.

Dennis C. Haley School
570 American Legion Highway
Jamaica Plain, Massachusetts 02130

Elementary
Telephone: 522-1661
Robert J. Berry, Principal

Enrollment 1976-77: Total - 322 White: 150; Black: 160 Other Minority 12
Average Class Size: 25

Projected Openings for 1977-78: The school capacity is 300. There will be 52 first grade seats available.

Description of School

The Dennis C. Haley, a completely renovated building, opened its program in 1971. It is a modern, bright, and spacious building. The carpeted floors and students' art work displayed on the walls add to the attractiveness of the building.

School Facilities

Library
Art Room
Cafeteria/Auditorium/Gym
Music/Sewing Room

Magnet Theme

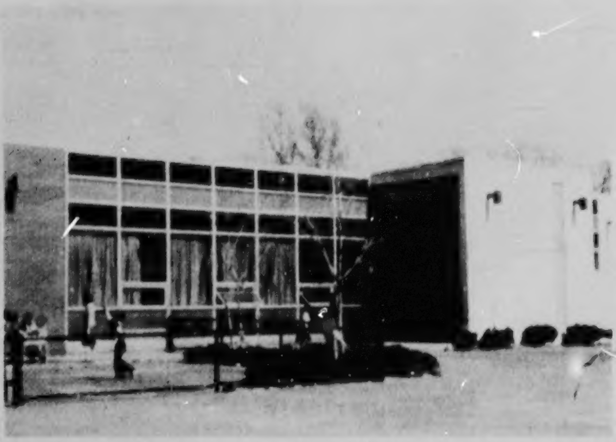
The magnet theme at the Haley is science. With the help of Wheelock College they have developed a very effective and extensive science program. A science specialist, a teacher consultant coordinator and many of the teachers who have attended science workshops have worked together to devise a program emphasizing the natural sciences, zoology and conservation. The school also employs the SCIS Science Program and special programs in conjunction with the Franklin Park Zoo and the Children's Museum.

Educational Program

The school is open space divided into three areas:

1. Explorers -- two class stations equivalent to first grade.
2. Pioneers -- four class stations equivalent to grades two and three.
3. Settlers -- four class stations equivalent to grades four and five.

The classes are multi-graded and partially ability-grouped. Children are placed into one of the three areas based on their ability and the level which they are on rather than by grade. This allows the child to progress at child's own rate of speed. If a child is progressing on an advanced or lower level, he/she is able to work on a level commen-



surate with his/her ability.

Children are assigned homeroom teachers but may have different teachers for Math and Reading depending on their level.

The majority of the teaching is done on an individual basis although there is team teaching depending on subject. The teaching style is basically traditional but styles vary depending on teacher, student and subject.

Additional Programs

MUSIC - All grades
ART - All Grades; once a week
SEWING - 5th Graders
PHYSICAL EDUCATION

Specially Funded Progams

TITLE I: There are two Title I reading teachers and three Title I aides. Eligibility is determined by a combination of achievement testing, teacher evaluations and geocode.

There is no Title I math teacher.

Chapter 636 Funded

FRANKLIN PARK ZOO/CHILDREN'S MUSEUM: The zoo program is for children in grades one through three. Animals that the children are learning about are brought directly into their classrooms. Children in grades 4 and 5 have a program in which they visit the Children's Museum and explore many different areas of science.

CULTURAL ENRICHMENT PROGRAM: The school has a cultural enrichment coordinator, funded under Chapter 636, who develops and assists teachers with multi-cultural materials.

Special Needs -- 766

Special Need Services include one Resource teacher, one Speech, one Vision and one part-time Learning Disability teacher. There are three areas within the school which are used for Special Needs services; however, there are no separate classrooms and all children are mainstreamed into all areas of the school program.

Discipline

The Principal, along with some parents, feel there are no real disciplinary problems in the school. Discipline is described as being firm, flexible and fair. Each student is given individual freedom paired with responsibility to maintain discipline. There is no formal code of discipline. The approach taken depends on the individual situation. The school has had no suspensions in three years.

Parent Involvement

Parent involvement plays a substantial role in the total school program. The school has an active Racial-Ethnic Parent Council (REPC) and Home and School Association. There are a large number of parents who are employed within the school as Aides, Lunch Mothers, Bus Monitors and under the college pairing, Cultural Enrichment Coordinator.

Parent involvement is welcome and encouraged by the administrative and teaching staff. The Principal feels that one of the major strengths of the school is the positive parent participation and the degree of cooperation that exists among the school staff and parents.

Parent Comments

Parents that were interviewed were all pleased with the school. Some of the comments from parents were:

> *"The school is geared to the individual needs of the children".*
> *"I think parents always feel welcomed when they come to the school".*
> *"There is a very warm and family like atmosphere in the school".*
> *"Parents ideas and suggestions are taken seriously".*
> *"Can speak freely about issues which affect my child's education".*

Editorial Comments

The school really does have a warm family type atmosphere. The Principal knows every single child in the school by first and last name and has met the majority of parents.

Parents are involved in all areas of the school and there exists a joint effort by parents, teachers, administrators and students to have an effective and beneficial education program.

James W. Hennigan

James W. Hennigan School
200 Heath Street
Roxbury, Massachusetts 02119

Elementary
Telephone: 427-4573
Joseph Prendergast, Principal

Enrollment 1976-77: Total - 791 White: 281; Black: 322; Other Minority: 188
Average Class Size: 23.9

Projected Openings for 1977-78: At least 80 first grade seats. A few openings at the second grade level--possible seats available in higher grades.

Description of School

The Hennigan School is located in a modern, well equipped building on the Roxbury-Jamaica Plain border. The building is an attractive, two story, concrete structure with a wing of kindergarten and first grade classrooms overlooking a fenced in playground area.

School Facilities

- Cafeteria/Auditorium
- Community Meeting Rooms
- Home Economics Room
- Gymnasium
- 766 Resource Rooms
- Swimming Pool
- Art Room
- Music Room
- Library

The school also contains the Hennigan Community School Program which operates many of these facilities for after school and evening programs.

Magnet Theme

The official magnet theme at the Hennigan is multicultural education. During this school year, the teachers have established a planning team to develop more extensive multicultural programs at all grade levels. To add to the multicultural programs, parents, teachers, and the school administration have secured funds for a Spanish language program for English-speaking students in grades 1 to 5.

Educational Program

The Hennigan School is divided physically into three separate areas, with kindergarten and first grade classes in one section of the building, grades two and three in another section, and grades four and five sharing a third area. Each grade has its own separate area or "pod". Moveable walls divide each of these large, carpeted areas into individual classrooms, opening onto a large common area. All students in a grade are assigned to a homeroom; the homerooms are balanced with regard to race and sex. Bilingual students also are integrated into each of the homerooms.

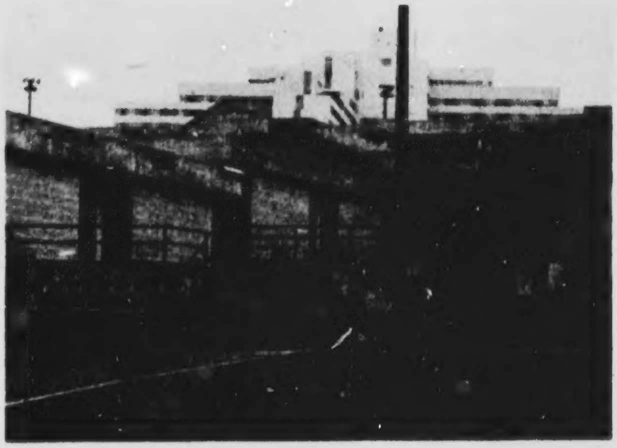
The teachers at each grade level work as a team to place each student in his/her proper ability group for reading, language, and math instruction. During a single school day, a student may receive instruction in reading, language, and science from three different teachers. The extent of this team teaching varies from one grade to another, depending on how closely the teachers in each grade choose to work together.

The Hennigan places an emphasis on reading, math, and language skills development. At the end of the last school year, all grades were reading at their proper grade level. The Hennigan has Title I reading services for those students who are eligible, an ESAA reading program for all bilingual students in grades 2 to 4 and other students as requested by individual teachers, and a program of reading aides in grades 1 to 5 which Lesley College has developed with the Hennigan faculty, administration, and parents.

Additional Programs

SWIMMING - Once in every seven school days.
MUSIC - Once in every seven school days.
ART - Once in every seven school days.
GYM - Once in every seven school days.
HOME ECONOMICS - All fifth grade students take this in addition to those above.

LIBRARY - All classes visit the library once each week. During these visits, the library aides help each student to select a book and teach the students how to use the card catalogue and reference sections. Students in the 4th and 5th grades learn how to do research in the library. Library aides work closely with the teachers in each grade to have the library experience strenghen the reading program in the individual classrooms.



Specially-Funded Programs

TITLE I: The Hennigan's Title I program provides reading services for students who are eligible. Title I supports four reading teachers and four reading aides in grades 2 to 5; two English as a second language (ESL) teachers and one aide for bilingual students; an all day kindergarten program for 40 students who will benefit from the extra preparation for the first grade.

ESAA READING: In January of this year the Hennigan began receiving services from the ESAA (Emergency School Assistance Act) Reading Program. This program provides testing for all students in grades 2 to 5 but only provides direct services to bilingual students. The reading tests help determine specific reading skill weaknesses for each student. The ESAA staff also help develop a program for concentrated work on these skills within the students' regular reading program.

Chapter 636 Funded

CULTURAL PROGRAMS: The Cooperative Artists Institute offers a program called Tribal Rhythms for the fifth grade. The program employs music, dance, and other group activities to help students learn to live and work together in a positive atmosphere.

The second and third grade classes have participated in a series of field trips to the Franklin Park Zoo. This program will not be continued at the Hennigan for next year.

SPANISH FOR ENGLISH SPEAKING SERVICES: The Hennigan secured additional 636 funding in February to begin Spanish language classes as an elective for English speaking students. The parents on the Racial Ethnic Parent Council, the teachers, and the administration hope to be able to continue this program for the entire school year next year. Currently, students in grades 1 to 5 can elect to take two classes of Spanish each week.

GYM INSTRUCTION: Through the active work of the principal and Judith Hohmann the Hennigan secured funds for a gym instructor in February. These funds have provided a gym period for all classes on a schedule of once every seven school days.

Special Needs -- 766

Mr. Robert Carson is the full time CET Chairperson responsible for core evaluations at the Hennigan. Core evaluations take from three to six weeks to complete. The Hennigan has three 766 resource teachers who are assisted by two aides in the 766 resource rooms. There are four teachers and six aides working in four substantially separate, special education classrooms. In addition, the school receives the services of a vision specialist, a speech specialist, and a perceptually handicapped specialist two or three days each week.

Special Services

BILINGUAL PROGRAM: The Hennigan has six classes for the 84 bilingual students currently in the school. In addition to the regular bilingual classes, the Hennigan has two English-as-a-Second Language (ESL) teachers under its Title I program and a special reading program for bilingual students funded through ESAA. Bilingual students are integrated with English speaking students in all homerooms, and participate with English speaking students in gym, home economics, swimming, music and art.

Discipline

Discipline is not a major problem at the Hennigan School. Isolated disciplinary problems are resolved through direct parent-teacher contact. Parents report that they are quite satisfied with the attitude and flexibility which the teaching staff has demonstrated in working out problems with individual students.

Parent Involvement

Parent involvement is increasing in a number of areas. The school has a Racial Ethnic Parent Council (REPC) and a Home and School Association that work closely together. The REPC has worked hard to acquire funding for a gym instructor, a Spanish language program for English speaking students, and to assure that bilingual students are integrated into the homerooms with English speaking students. The Council is also working with the faculty to improve the multicultural aspect of the curricula. Parents on both the Council and Home and School Association are planning a "Festival of Peoples" for the Spring.

Parent Comments

Hennigan parents interviewed for this guidebook were enthusiastic about the educational programs at the school. However, REPC and Home and School Association members said that in many instances they have had a serious problem gaining the cooperation of the principal. REPC members have met with him to express concern about the racial attitude he has communicated to some parents.

Editorial Comments

The Hennigan School has many exciting programs and offers students a rich elementary curriculum. All parents interviewed noted the positive attitude and dedication of the faculty, and felt that the teachers are largely responsible for the many worthwhile educational programs going on at the school.

Rafael Hernandez School
370 Columbia Road
Dorchester, Massachusetts 02125

Elementary
Telephone: 287-1093
Maria Geddes, Principal

Enrollment 1976-77: Total - 196 White: 15; Black: 46; Spanish or Other Minority: 135

Projected Openings for 1977-78: 35 first grade seats available. Some seats are available in the upper grades for white students.

Description of School

The Hernandez School is a small one-story building located on Columbia Road in Dorchester. The building was formerly an automobile company. The school is in good condition with modern lighting and classrooms. There is a large playground adjacent to the school.

School Facilities

Cafeteria
Library and Gym Combination
Auditorium

Magnet Theme

The magnet theme at the Hernandez is bilingual/multicultural with children learning both Spanish and English. Emphasis is placed as much on culture as it is on language. Children study the many cultures reflected in the student population, as well as other cultures. The Hernandez provides a unique opportunity for children to attend a truly bilingual school.

Educational Program

The Hernandez is a "flexible" traditional school. Children are grouped in classes of no more than twenty and work with a teacher and an aide. The morning is spent learning reading and math with the bilingual classroom teacher. There is enough space in each classroom to allow the children freedom to move around in the classroom without disturbing other students. Science and multicultural social studies are included in the classroom program. All the children are involved in the bilingual program and are learning a second language. The Spanish speaking children are learning to speak, read and write in English. The English speaking children are learning oral Spanish, words, phrases and conversation. They are also learning a little reading and writing in Spanish. A great deal of emphasis is put on the cultural aspects of the bilingual program as the principal feels that language does not exist in a vacuum. As a result, children are involved in a number of cultural activities.

Additional Programs

ART - Once a week, all students with an art teacher.
MUSIC - Once a week, all students with a music teacher.
Gym - Classroom teachers provide gym class activities.

Specially-Funded Programs

TITLE I: The school has two Title I teachers and two aides. The Title I program includes reading and English-as-a-Second-Language. A bilingual dental health worker is also provided by the Title I program.

Chapter 636 Funded

CULTURAL PAIRING: The Rafael Hernandez is paired with Stage One, a local theatrical group. They come to the school twice a week (Monday & Wednesday) to work with four groups doing drama exercises. The group also puts on performances for special occasions.

COLLEGE PAIRING: The Hernandez is not currently paired with any college or university but is in the process of writing a proposal for a Boston University pairing.

Special Needs -- 766

The school has two special needs teachers, two aides and a resource room. There are eight substantially separate classes at the Hernandez. The children receiving special needs services are developmentally disabled, learning disabled, and a few emotionally disabled.

The majority of the children are Spanish speaking. Though most of these students do not learn English to any great extent, they do learn some oral English. The children are mainstreamed whenever possible.

Discipline

The school's expectations for student conduct are respect and obedience. The Hernandez School has an orderly but relaxed atmosphere.

Future Plans

In the future the Hernandez would like to have more 636 funded programs including a university pairing. The principal also stated that they hope to be able to provide a more complete physical education program for the children.

Parent Involvement

Parental involvement is relatively high at the Hernandez School and the parents are very cooperative in most of the school's projects. The REPC has been actively involved in the school and worked hard to alleviate the overcrowding that existed when too many children were assigned to the school. They are now concerned that assignments for next year be made by grade level to ensure that no class exceeds the twenty student limit for bilingual classes.

Parents have also been involved in the cultural pairing program with the Stage One theatre group participating in this drama program with the children. The Hernandez School encourages parents to work in the school as volunteers. A number of them are doing this already.

Parent Comments

The parents interviewed were more than pleased with the school. One Hispanic parent was particularly impressed with a dental program that is available at the school. The small size of this school and the enthusiasm of the faculty contribute to the warm family atmosphere. Parents feel excited about the unique program offered at this school and feel a real sense of this being "their school".

Editorial Comments

Visiting the Hernandez School was a pleasant experience. The morale is at a very high level among staff, children and parents. This is an exciting option for Hispanic children in Boston, though it is too small to accomodate all of the children who will choose this program. English speaking parents who are looking for a unique bilingual, bicultural experience for their children should call and visit the Hernandez School. It is an exciting opportunity for children to be part of this school.

Jackson-Mann School
500 Cambridge Street
Allston, Massachusetts 02134

Elementary
Telephone: 787-5310
Ralph E. Mann, Principal
Mann Unit (Hearing Impaired)
Telephone: 787-5313
Mary Deveney, Director

Enrollment: 1976-77: Total - 858 White: 337; Black: 306; Other Minority: 215
Average Class Size: Mainstreamed: 25-30
Special Need: 3-8

Projected Openings for 1977-78: The school is oversubscribed on most grade levels but has openings for 30 Kindergarten II students and 20 openings for Grade 3. Capacity for 100 first graders.

Description of School

Although the Jackson-Mann School is housed in one building, it is actually two schools. The Andrew Jackson is the regular elementary component and the Horace Mann is a substantially separate program for the hearing-impaired. The school is located in the Union Square section of Allston. Completed in the Fall of 1975 at a cost of approximately $13 million, the four story building is one of the finest school facilities in the city. The layout of the trapezoid-shaped brick and steel school provides a variety of classroom situations--from small spaces for six or less students to open areas where activities for larger groups can be scheduled. Coffered ceilings that have been acoustically treated, and the thick colorful carpeting combine to provide a restful and stimulating atmosphere. A portion of the building also serves as a community school.

School Facilities

Cafeteria
Gymnasium
Library
Art Room
Music Room
Theatre Studio
Home Economics Room

Magnet Theme

Multi-Cultural Education is the magnet theme of the Jackson-Mann School. The school has the most diverse, multi-ethnic composition in the city consisting of White, Black, Spanish, American Indian, Chinese, Vietnamese, and Greek.

Educational Program

The Jackson-Mann School has two types of teaching approaches; traditional and a contemporary Team approach.

Under the traditional program, students are divided and classified according to age and attainment, with a teacher having a single grade within a specific learning area. The traditional program is teachercentered as the student spends most of the day with one teacher. Emphasis is placed on the basic skills of reading and mathematics.

The Contemporary Team approach is based on the philosophy that the student's progress in basic skills is regulated not by age or grade level but according to need and ability. The instruction is personalized and utilizes a multi-media, multi-text approach. The teacher serves in a supportive as well as an instructional role.

Additional Programs

ART
HOME ECONOMICS
PHYSICAL EDUCATION
THEATRE ARTS
MUSIC - Special equipment for deaf children

EXTENDED DAY CARE PROGRAM - Some Title I children in kindergarten enjoy an Extended Day Care program.

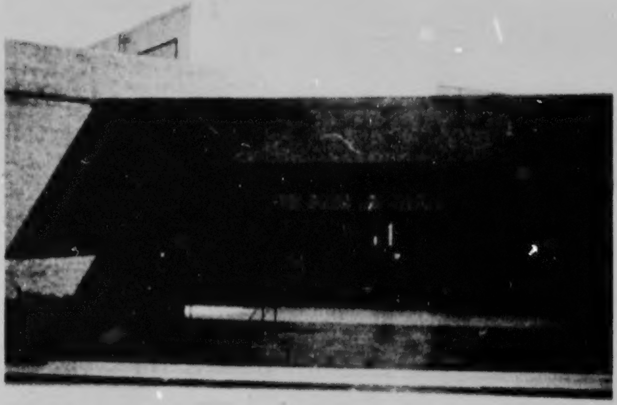
INFANT STIMULATION PROGRAM - Specialists work with infants and their parents who are having hearing and language problems in the hopes that early detection and treatment will rectify the problem.

KINDERGARTEN LABORATORY - Children in kindergarten and first grade who are having problems working on their level are referred to the lab for assistance.

YOUNG AUDIENCES - A group of professional musicians comes into the school periodically and put on performances for the entire student body.

Specially-Funded Programs

TITLE I: The Title I program provides services in Reading and ESL (English as a Second Language) and Early Childhood.



There are three Title I teachers, three aides, and one ESL teacher.

Chapter 636 Funded

Boston University has developed a Physical Education Program at the school for all children.

Special Needs -- 766

Approximately 100 hearing-impaired students, ranging in age from 2 to 17 years, receive specialized instruction in the Mann Unit. The youngest participate in a pre-school training class while some of the older ones are in work-study programs. Many of the elementary school children spend some part of the day with the regular education classes and the remainder with highly trained specialists. Professionals and paraprofessionals work side by side to provide necessary services. The school also has a secondary school career-oriented course of study for multiple handicapped hearing-impaired students.

There are 8 substantially separate classrooms in the Jackson Unit servicing children who are physically handicapped, emotionally disturbed, learning disabled etc. There is mainstreaming in art, music, gym, recess and cafeteria.

The school also has an evaluation unit for hearing-impaired students. One

Hundred Seventy-Three children are presently receiving Special Need Services at the school.

Special Services

BILINGUAL PROGRAM: The school's Bilingual Program has expanded beyond Spanish classes to include Chinese and Vietnamese, (the only one in the city). There are four separate Spanish classes, two of which are part of an advanced elementary Spanish-Bilingual group. The Vietnamese Bilingual Program is on an elementary level and the Chinese Bilingual Program is on the kindergarten level. The school is seeking to add a Greek Bilingual Program for the school year 1977-78.

Discipline

The principal does feel that the school has some discipline problems but "no more than other schools". The school has a published discipline code designed to encourage positive student behavior. This booklet is distributed to parents and students. The school had no suspensions this year.

Future Plans

The Jackson-Mann plans to continue its present programs and plans to expand its theme to emphasize language and communication skills. They are also seeking to add a Greek Bilingual Program and cultural enrichment programs.

Parent Involvement

Parents are very active at the Jackson-Mann School with the encouragement of the principal. The school has a functioning Racial Ethnic Parent Council and Home and School Association. These parents deal with all issues which involve the school and the education process. The school also has a "Grand Advisory Council" made up of parents on the REPC, and Home and School Association, community school and community leaders. This council meets monthly with the principal to deal with whatever concerns the school might have.

Parent Comments

Parents expressed concern about overcrowding in the school. They felt that too many special needs children are placed at the school. There is also concern that the school library has not received its 5,000 books which were part of the school's original contract. On the whole, however, parents are very pleased with the school.

Editorial Comments

The Jackson-Mann has an exceptionally unique program in that there are so many ethnic groups in the school.

The staff are dedicated above and beyond the call of duty as they continue to provide the best education possible to their students in spite of the many difficulties involved in providing services to such a diverse student body.

There is a sense of patience, dedication, commitment and love the likes of which I've never seen in any other school.

Justice could not be done to such an exceptional program in our limited space. If you have an opportunity to visit the school; please do so.

Donald McKay School
122 Cottage Street
East Boston, Massachusetts 02128

Elementary
Telephone: 567-3967
Gerald McGrath, Principal

Enrollment 1976-77: Total - 336 White: 209; Black: 112; Other Minority: 15
Average Class Size: 23

Projected Openings for 1977-78: The school capacity is 500. Seats available at every level. Recruiting minority students.

Description of School

The McKay School is a large, two-story brick building located in a residential neighborhood in East Boston. Built in 1927, the spacious building has high ceilings, wide corridors and large classrooms with windows lining one wall. The building is in good condition although the principal has requested improved lighting and modernization of some classroom floors. There is modern, moveable furniture in all of the classrooms. Many classrooms have children's work displayed on the walls and the science theme is evident in classroom displays. A large, asphalt paved school yard surrounds the building.

School Facilities

- Cafeteria
- Auditorium
- Title I Rooms (2)
- Home Economics Room
- Woodworking Shop
- Art Room
- Music Room
- Science Rooms (2)
- Reading Lab
- Math Lab

Magnet Theme

The magnet theme of the McKay School is applied science. Directed by a science specialist, the program combines science activities in the regular classroom with weekly science classes in the science lab equipped with microscopes, science kits, and a variety of animals. Two advanced science groups meet with the specialist an extra period a week for accelerated activities. The new principal is also an experienced science specialist and has been instrumental in acquiring additional science materials evident in many classrooms.

Educational Program

The McKay School is described by the principal as being a "flexible traditional" school. Children are grouped in single grade classes and the classroom teacher is responsible for teaching the basic reading, math, language arts, social studies, and science curriculum. Each classroom teacher selects the reading and math materials for their class from several series available within the school.

MUSIC - Once a week. Choral Music. Instrumental: piano, recorder.
ART - Once a week.
LIBRARY - One period a week.
HOME ECONOMICS - Once a week for third, fourth, and fifth graders.
WOODWORKING - Ninety minutes a week for third, fourth and fifth grades.

Specially-Funded Programs

TITLE I: The McKay has a Title I reading program that has served eighty six children this year. Two full-time teachers and aides work with small groups of children who need additional help with reading and are eligible for Title I services. There are two Title I rooms in the school and both have adequate space and materials for the program.

ESAA MATH: Three aides are working with students from grades 1-5 who need additional help with math. The program is funded by the Federal ESAA program. Aides work in the classroom with 130 students whose math skills are below grade level.

Chapter 636 Funded

READING AND MATH LABS: A recent addition to the McKay School has been the New Century reading and math labs. These labs are funded by Chapter 636 monies and provide a completely individualized program. Every fourth and fifth grade student in the school spends 40 minutes a day in each of the labs. Students are given diagnostic tests at the beginning of the year to determine the level of their work in math and reading. Beginning at their level, the student then works with cassette tape recorders and programmed material to continue to develop skills. This is a very structured program and students work at their own pace in moving from one lesson to the next. Each lab has a full-time teacher and the classroom teacher usually works with their class in the lab. Third grade students are scheduled to work in either the math or reading lab each day.

THE CHILDREN'S MUSEUM/FRANKLIN PARK ZOO: All students in the first through the third grades have participated in a 636 funded program provided by staff from the Children's Museum and the Zoo. This program has combined in-school science activities directed by the Museum and Zoo staff with a series of visits to the Children's Museum and the Zoo.

THE MUSEUM OF SCIENCE: All fourth and fifth graders have participated in a series of field trips and science activities at the Museum of Science. The program is designed to add a series of learning experiences that enrich the basic science program at the McKay School.

THOMPSON'S ISLAND: Staff from Thompson's Island have also worked with the students from the McKay School and all classes have visited Thompson's Island in Boston Harbor.

Special Needs -- 766

The McKay School has a CET chairperson four days a week. Core evaluations have been completed this year within a reasonable time frame. The school has two resource rooms and two teachers who work with students from the regular classrooms who need help. A learning disability tutor is also assigned to the school this year to work with students who have a specific learning disability.

Within the McKay School there are also five "substantially separate" classrooms for children with special needs who require a small class setting.

Special Services

BILINGUAL PROGRAM: An Italian bilingual program is an important part of the McKay School and currently serves 41 students full-time. Two teachers and one aide work with the two bilingual classes. The children take part in the art, music and science programs of the school but do so as a group. In larger activities within the school, the bilingual children relate to the other students.

Bilingual students in the fourth and fifth grade use the reading and math labs of the school.

Another bilingual teacher works with small groups of students from other classes within the school who want to work on Italian language maintenance or who need additional assistance in developing English language skills.

Discipline

The principal and parents agreed that discipline is not a problem at the McKay School. Students are expected to follow the rules established for filing and for orderliness in the cafeteria. Classroom teachers are primarily responsible for maintaining discipline. The principal would be asked for help in alleviating any unusual discipline problems. "I try to be very fair and realistic," the principal said. He suggested that the additional personnel in the school help because some discipline problems that result from children's frustration can be avoided by a teacher's intervention.

Future Plans

The McKay School is exploring the possibility of a college pairing; and there is a recognized need to continue to improve the science program and to further equip the science room. A physical education program is also needed for the school. It is hoped that all programs currently provided by special funds as described above will be continued next year.

Parent Involvement

This year the McKay School has both a Racial Ethnic Parent Council and a Home and School Association. REPC members meet once a month and have been involved in planning for school programs, reviewing proposals for special programs such as the Science Museum and advising the principal on issues concerning parents. Parents were also involved in the screening committee that selected the new principal. The Home and School has sponsored fundraising money to provide trophies to students who participated in the school's science fair.

Parents express support for the science program that has developed. They feel that it provides an important learning experience for their children.

One parent said, "The curriculum is more like a middle school curriculum." Parents were enthusiastic about their children going to programs at Thompson's Island, the museums/or the zoo. "My daughter comes home full of enthusiasm. I'm pleased she is getting out and around the city."

Transportation problems occurred at the beginning of the year. These seem to have been adjusted.

Editorial Comments

The McKay School has made significant progress in becoming a magnet school. The science theme is becoming evident in the school program and students seem excited in their learning. Although some minority parents had been reluctant to send children to East Boston, those interviewed have found a welcoming atmosphere within the McKay School.

W.H. Ohrenberger

William H. Ohrenberger School
175 West Boundary Road
West Roxbury, Massachusetts 02132

Elementary
Telephone: 323-7456
Dr. Mary Connolly, Principal

Enrollment 1976-77: Total - 555 White: 273; Black: 271; Other Minority: 11
Average Class Size: 27

Projected Openings for 1977-78: This school is utilized to capacity. There will be approximately 100 openings in the first grade only.

Description of School

The William H. Ohrenberger School is located in a residential area of single family homes in West Roxbury close to the Dedham line. The modern five-year-old building is surrounded by a generous area of open space.

The large bright entrance to the school is decorated with art works done by the students. At the right a wide stairway leads up to the library and to two "pods" of open classrooms. The lower level contains two "pods" of open space and separated classrooms.

School Facilities

- Gym
- Cafeteria/Auditorium
- Library
- Resource Rooms (4)
- Art Room
- Home Economics Room
- Reading Center

Magnet Theme

The Ohrenberger School has a basic skills and multicultural theme. Various ethnic backgrounds are explored in order to develop appreciation for the differences among people and to discover the similarities of children in all cultures. The program this year included Puerto Rico, the Middle East, Western Europe, China, and the American Indians.

Reading and Math are the basic skills developed in grades one to five. Reading receives the most attention while math instruction is carried out within the general curriculum.

Educational Program

The Ohrenberger is described as an open space school. Faculty and administration however point out that "open space" is a description of the setting for education. Teaching in the school is based on traditional methods of order and directed activity. Classes are based on a single grade concept except for one combined class of fourth and fifth graders. The children are placed in various groups during the learning day based on a similar achievement level in a particular skill. In reading, for example, the children within one pod are placed into small groups working at different levels. The teachers cooperate in a team approach to instruction.

One pod, with four class areas grouped around an open center, accommodates some 22 of the special needs children who are in substantially separate classes. The area is cheerful and well equipped with learning and play materials. A part time speech teacher works with these children as part of the Ohrenberger's pairing with Emmanuel College.

The first and second grades form another pod on the first floor. They have sliding partitions between the rooms to provide a variety of classroom arrangements. The area is brightly decorated with the children's art work.

The open space areas on the second floor consist of a large carpeted space with class areas situated around the open center. There are no walls in use but free standing bookcases and cabinets mark off class areas and work spaces.

Specialists in art, music, science, physical education and home economics give the school an extensive curriculum. Art projects are very much in evidence throughout the school and reflect the great usefulness of having a special room for creating art works rather than using the general classroom. The home economics classes have both boys and girls working on a variety of sewing and cooking projects. The physical education instructor works with grades K-5 and with the children in the substantially separate classes. Both the science teacher and the physical education teacher are in the school as a result of its pairing with Emmanuel College.

Specially-Funded Programs

Emmanuel College has been paired with the Ohrenberger for one and a half years. They have provided special teachers, students for tutoring, and a reading coordinator. The reading coordinator tests and groups children for the reading program, assists the team teachers, and is a source of information to classroom teachers regarding the effect a child's reading may have on his/her study and learning skills. She conducts remedial reading for children who are not serviced by 766 instruction or Title I. Enrichment classes in reading are also taught by the coordinator.

DR. WILLIAM H. OHRENBERGER SCHOOL

Emmanuel College has also assisted parents by providing a course on library administration and a workshop on the functioning of Chapter 766 in the elementary school. This year there was a course offered at the school in communications involving both parents and teachers. Several parents found this helpful in deepening their understanding of their child as s/he functions between school and home.

The Ohrenberger has a cultural pairing with the Harvard Museum of Comparative Zoology. This is the second year that the program has been conducted and hopes are high that it will continue. This year's program brought the museum staff to the school, where they have built a mini-museum including a dinosaur. The mini-museum is located in the library to tie in with other resources there.

Title I reading consists of one class of 42 students. Children are selected for Title I assistance by their test scores and the recommendation of their teachers.

Special Needs -- 766

For children with special needs there are four resource rooms and four substantially separate classes. One hundred and fifty children are serviced by this program. Children with learning disabilities use a pleasant resource room located off the library. Children are chosen for special education through the process of a core evaluation. They are recommended for this series of skill and psychological testing by their parents or their teacher.

The core takes thirty school days to complete. There have been some slowdowns but, according to the administration, this service has generally been available and readily carried out. Review conferences are scheduled during April for fifth graders who have previously been classified as special needs children in order to estimate their current proficiencies before they move on to middle school. The special needs children, except for the substantially separate classes, participate in all the activities of the school.

Discipline

Discipline is handled by the classroom teacher in most incidents. Dr. Connolly said that the school is trying to develop a sense of self-discipline in the children. This self-discipline is based on the development of self respect in relation to persons and belongings and an engendering of respect for others. A method used to create this atmosphere is the conduct slip which is sent home to parents if a child has been misbehaving in the classroom. In other instances, the teacher will call parents directly. Parents are welcome at all times to talk with the teacher about a child's behavior or progress.

Parent Involvement

Parents appear to have a good relationship with the Ohrenberger. There is a Home and School Association and a Racial Ethnic Parent Council (REPC). Parents do volunteer work in the school. Some tutor in reading and some work in the library. Teachers encourage parents who possess any skills to feel free to share them with the children in the classroom.

Parents are generally enthusiastic about the Ohrenberger. Some comments by parents: "My children are getting a good solid education." "My child's behavior needed understanding and when I spoke to the teacher she was very open and agreeable to my suggestions. They are always very open here." "My son is so enthusiastic about his science class." Among less enthusiastic parents the comment was that "it just isn't that much different from the other schools." Also, one parent expressed disappointment at the limitation of Title I reading assistance to children living in certain geocodes.

Editorial Comments

The Ohrenberger School is a pleasure to visit and there are clear indications that education is happening there. The principal has made maximum use of the facilities at the school and the academic programs available to the school through pairing. She has cooperated with parents and it appears that she has instilled pride in the school among students, faculty, and parents.

William M. Trotter

William Monroe Trotter
135 Humboldt Avenue
Roxbury, Massachusetts 02119

Elementary
Telephone: 427-3180
Barbara Jackson, Principal

Enrollment 1976-77: Total - 660 White: 263; Black: 340; Other Minority: 57
Average Class Size: 23

Projected Openings for 1977-78: The school is presently undersubscribed by 56 students.

Description of School

The Trotter School is a modern, spacious, two-story building constructed in 1969. A large colorful mural decorates the outside of the building. The interior walls throughout the building are decorated with student art projects. The school is arranged in four sections called pods. Each pod has classrooms grouped around a central learning center. The school has remained in excellent condition.

School Facilities

- Music Rooms (2)
- Art Room
- Gym
- Library
- Resource Rooms (2)
- Math Lab
- Auditorium
- Dental Room
- Learning Centers (4)
- Teacher Resource Room
- Reading Resource Room

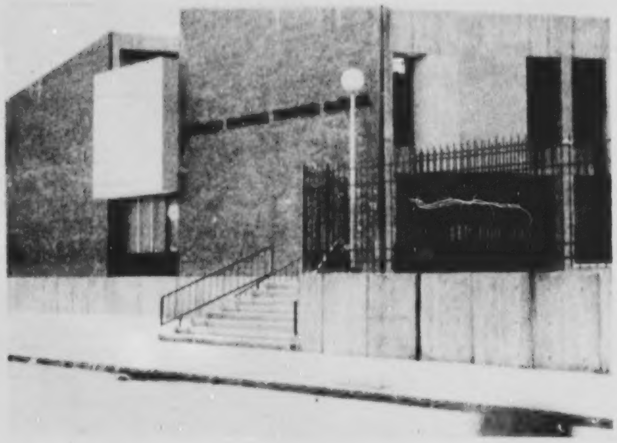
Magnet Theme

The school's magnet theme is Open-Education--Experimental Elementary. The school embraces the philosophy that "Open education is less a method of teaching than an attitude toward learning and learning processes which acknowledges that although educational goals may be the same for all children each child must be aided and supported to find his own way in attaining these goals by individualized instruction." Each child works at his/her own pace as s/he explores the fields of learning with a teacher ready to assist as a guide or resource person.

Educational Program

The Trotter School has a unique program in that there is such a variety of learning and teaching styles. All classes are multi-graded--combining children from two grade levels. Some classes are self-contained with one teacher providing all of the classroom instruction. In other cases, two teachers are working together as a team and have opened moveable walls to join their classrooms.

This arrangement allows children to work on their own level and peer teaching is encouraged.



In all classes work is individualized. Students are also encouraged to work independently.

Additional Programs

ART - All grades; once a week
MUSIC - All grades; once a week. Also choral and instrumental program.

PHYSICAL EDUCATION - All students; once a week.
LIBRARY - Once a week but children encouraged to use library for independent work.

GUIDANCE - The Trotter School is involved in a pilot guidance program for the elementary school child. Counselling is offered to each child in the elementary program. Teacher and parent conferences are also an important aspect of the program.

HOT LUNCH PROGRAM - The Trotter School participates in the federally sponsored "Hot Lunch Program". Free lunches and breakfast are provided for qualified applicants.

LEARNING CENTERS - Each classroom in the Trotter School opens into a learning center which has individual-study areas. It is the purpose of the learning center to stimulate curiosity and encourage self-motivation through the use of an abundance of audio-visual materials.

SEWING - Fifth graders only;2 days a week-teaching elementary skills-hand stitching and the use of sewing machines.

Specially-Funded Programs

TITLE I: The Title I Program has four Title I Reading teachers and one Title I Math teacher. There are also three Title I Early Childhood aides.

Chapter 636 Funded

SUFFOLK UNIVERSITY/TROTTER: There is a Math Lab which serves as a resource for teachers, students and parents. The Math Lab has a fulltime Math teacher and lots of manipulative Math materials. The Metric System has been explored by students in the Math Lab. There have also been Parent Math Workshops to acquaint parents with the Lab and introduce them to ways of helping their children in Math.

The Home Reading Program was originally intended for students in grades 3-5, but due to the popularity of the program, 1st and 2nd graders now participate in the program. Under the program each child borrows books from school to be read at home. Reading is monitored at home by parents, who report the amount of time children read each day. As an extra incentive each child will be awarded a book of his/her choice upon completion of the equivalent of four home reading books.

The Trotter School has a part-time Parent Coordinator who organizes and coordinates parent activities. She serves as a liaison between parents and the school - notifying parents of meetings, workshops, issues, etc. - as well as participating in same.

The School has a newspaper editor who is responsible for putting together a school newletter which contains information about things which have been happening in and around the school. Students, teachers and parents are encouraged to submit articles for the newsletter. Each parent receives a copy.

CAREER AWARENESS: Students are exposed to a variety of occupations by parent school volunteers who participate in class discussions and by field trips.

A special 636 Career Awareness Project is now in operation at the school. It involves the development of basic skills in career oriented mini-learning packets, related field trip experiences and occupational role models free from racial, handicapped or sex stereotyping.

Special Needs -- 766

Children with special needs are core evaluated and referred to services commensurate with their needs. Trotter has two Resource teachers, one for Primary and one for Elementary, a full time Learning Disability teacher, a part time Physical Occupational Therapist, Vision, Hearing and Speech resource people. The Judge Baker Guidance Center serves as a consultant to assist children having cognitive problems. The school also has a Social Worker from New England Medical Center. All children are mainstreamed, There are no substantially separate classrooms.

Special Services

BILINGUAL EDUCATION: The Trotter School has two separate Bilingual classes in Spanish. Those children needing extra help in English are assigned to these classes with the consent of their parent. English speaking children in first, second, third and fourth grades are paired with children in Bilingual classes and are learning to speak Spanish. The Spanish speaking children are participating in all enrichment activities with the other children. Bilingual classes (3rd & 4th graders) have been incorporated into the Home Reading Program.

Discipline

The Principal and parents feel that the School has few discipline problems. Students have a lot of freedom, but along with this freedom comes responsibility for themselves and others. Individual teachers use their discretion in the event of a discipline problem. The Assistant Principals and the Principal are also available if needed. Parents too are sometimes contacted to help resolve the problem.

Parent Involvement

Parents at the School are actively involved in many areas of the school program. As previously stated the School has a parent coordinator, a Racial Ethnic Parent Council and a Parent Association. There are also parent volunteers who serve in many different capacities.

Parent involvement has changed as a result of desegregation. Parents no longer have input into selection of teachers as they did in the past. The Principal sees the role of parents as a supportive one involved with planning of school activities. She would like to see more minority parent involvement.

Parent Comments

Parents who were present at the interview expressed positive attitudes and feelings about the school.

One parent felt that "parents contribute by having a say in the school." Another parent felt that it was important " to know what teacher goals are - what a child should be able to do at a particular time." One parent said, "the school fosters a sense of cooperation and sharing. There is little competition." They voiced some concern over the fact that they no longer have any input into selecting teachers, though they all agreed that the school has been very fortunate in getting such good teachers.

Martin Luther King Middle School
77 Lawrence Avenue
Dorchester, Massachusetts 02121

Telephone: 445-4120
Will Ella Brown, Principal

Enrollment 1976-77: Total - 685 White: 318; Black: 343; Other Minority: 24
Average Class Size: 24

Projected Openings for 1977-78: Seats available at every level. Recruiting white students.

Description of School

The King School was built in the 1930's (as the Patrick T. Campbell). It is still a solid, almost formidable building with only minor repair needs. The school has well-equipped shops (woodworking, sheet metal, graphic arts and drafting) and home economics rooms (clothing and foods), a gym, a cafeteria and kitchen facility for cooking hot lunches and serving breakfasts, and a full size auditorium. The school has an excellent library, an EDL reading lab, a Honeywell computer room complete with terminals, a language lab, and a guidance area that has been divided up into small cubicles for privacy.

School Facilities

Cafeteria
Auditorium
Gymnasium
Title I Rooms
Home Economics Rooms
Industrial Arts Rooms
Library
Art Room
Woodworking and Metal working Shop
Graphic Arts Room

Magnet Theme

The magnet theme of the King School is language arts. Every student has a reading class in the homeroom five days a week, with slower students getting special small-group attention from Title I and another reading specialist. A special drama program has been in operation this past year and will hopefully continue next year. The English Department has been particularly strong and creative offering everything from basic skills to a regularly published creative writing magazine.

Educational Program

Teaching styles range from traditional to moderately innovative, but the entire staff is committed to covering basic skills. All students take the core academic subjects. Minimum standards for each grade level have been drawn up in Math, Social Studies, and Language Arts, and the staff plans to implement these standards next year, using all available resources (reading lab, Title I, math lab, aides, parents, etc.) to bring students up to mastery of basic reading, writing, and computational skills. Spanish and French are also offered to all grade levels.

The program will systematically cycle students so that seventh and eighth graders will be exposed to as many of the available electives as possible each grading period. There is also a mini-course program for the entire school in which students choose from among 45 high-interest options--from extra math help to macrame).

In addition, the school offers intensive courses in science, art, music, home economics, and shop on a rotating basis called Unified Arts. Boys and girls take home economics, shop and gym together.

Additional programs include:

SHOPS - Woodworking, sheet metal, graphic arts, drafting
HOME ECONOMICS - Rooms for food and clothing
HONEYWELL COMPUTER ROOM
GYM
MUSIC
45 to 50 MINI-COURSES

Specially-Funded Programs

The King School is paired with the Antioch Graduate Center in Cambridge. Besides providing in-service training for teachers, this pairing will provide the school with a career laboratory in the guidance area and a continuing Career Curriculum Planning Group. They are also developing an enrichment program for bilingual parents and students.

BUSINESS PAIRING: The school has worked with the Honeywell Computer Company for the last three years, providing a course in basic programming for eighth graders.

CULTURAL PROGRAMS: The school runs special field trip programs in conjunction with the Boston Zoological Society, the Museum of Transportation, Stage I, and the Museum of Comparative Zoology.

THOMPSON'S ISLAND: Students at the King School also participate in the Tides Program at Thompson's Island, involving one week-long trip and several shorter trips of two days each.

TITLE I: The King School has a Title I program with two special reading rooms. Each of the rooms has a teacher and an aide. This program is for students who need additional help with reading and are eligible for Title I services.

Chapter 636 Funded

The school also offers a 636 math program that began in February and is expected to continue next year.

Special Needs -- 766

The King School has a CET Chairperson in the building and an itinerant speech teacher several days a week. There are four teachers and an aide in the resource area for handling special needs students. Next year, a new class is planned combining the Emotionally disturbed and Learning Disabled.

Special Services

BILINGUAL PROGRAM: Next year there are plans for one bilingual advanced work sixth grade class and one ESL class, each with its own room.

CAREER EDUCATION: There is a Career Information Center and Resource Room where teachers can get information and materials to use in the classrooms. Next year there will also be a Career Education Lab in the Guidance area for students. Students are also involved in Career Education through mini-courses.

Discipline

The King School does not tolerate fighting, intimidation, extortion, smoking, drugs, and other serious discipline infractions. Offenders receive "Parentals" (letters summoning parents to a conference the following morning) or suspensions.

The 5-minute break between periods is looked upon as a time for students to release some of their pent-up energy in a controlled way. There is usually a lot of talking and friendly fooling around. There are seldom any fights during breaks.

Future Plans

Plans for next year at the King School include various improvements in the scheduling, an implementation of minimum standards in basic skills, further development of the homeroom reading program, and an intensification of math, English, and social studies teaching. They also hope to expand the mini-course program to include an even wider range of options, and create a series of electives for academic enrichment. The health program will also be significantly stronger and will be consolidated into one grading period for greater impact. Homeroom size should be about 27 students.

Parent Involvement

Parental involvement has grown steadily over the past two years. There is now a strong, active Racial Ethnic Parent Council that is eager and able to help deal with the school's problems. The REPC members meet once a month, sometimes more frequently. They have spent a good deal of time planning and reviewing the school's 636 proposals with their college pairing, Antioch Graduate Center.

Parents have been concerned with corridor discipline, feeling that there is too much noise and fooling around between classes. While there is certainly room for improvement, parents and staff are now working cooperatively to solve these and other problems.

Parent Comments

One parent said, "The King School has the potential and is on the way to becoming one of the best middle schools in the system, that is, if the downtown administrators don't stand in the way of our staff at the King School keeping them from implementing innovative planning and staffing ideas."

Editorial Comments

Though handicapped by its pre-magnet school reputation as a "tough" school, the King has made remarkable progress. One of the most striking features of the King School is the dedication and caring attitude among most of the staff. It is the hope of parents, teachers, and students alike that the school will continue to move forward in providing quality education to all in a pleasant atmosphere.

Charles E. Mackey
90 Warren Avenue
Boston, Massachusetts 02116

Middle School
Telephone: 266-1968
Dr. Lloyd Leake, Principal

Enrollment 1976-77: Total - 457 White: 198; Black: 153; Other Minority: 106
Average Class Size: 29

Projected Openings for 1977-78: There will be approximately 120 seats for 6th grade students and (some) places for 7th grade students due to vacancies created by students entering the exam schools.

Description of School

The Charles E. Mackey School is located at 90 Warren Avenue, in the South End of Boston. The school occupies a facility built in 1961 to serve as an elementary and middle school. It has been converted over the past three years to meet the needs of a middle school. The classrooms are spacious, with moveable furniture and tile floors. There is an interior courtyard which is used as a play area. The school is just now receiving some long-needed repairs, painting and cleaning.

School Facilities

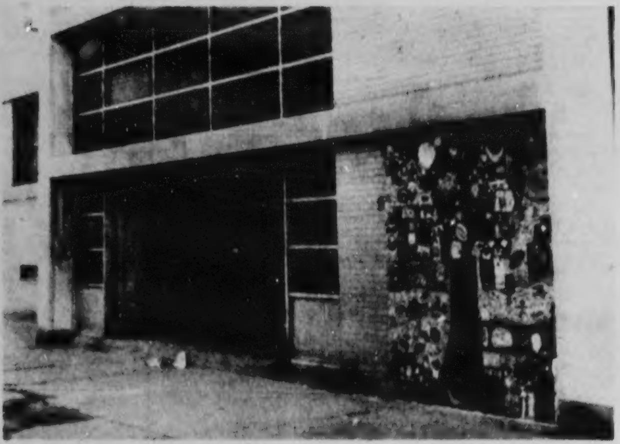
Art Room
Home Economics Room
Metal Shop
Wood Shop
Library
Gymnasium
Auditorium
Title I Reading Room
766 Resource Room
Science Labs

Magnet Theme

The magnet theme of Arts and Humanities is most apparent in the variety of elective courses available at the Mackey. Students can choose courses in life science, applied arts, music, fine arts, and human dynamics. These elective courses and the basic core subjects of reading, English, mathematics, physical education, applied arts, and science, form the curriculum at the Mackey.

Educational Program

All students have seven classes each day. Students in the sixth grade have a set curriculum of reading, English, social studies, mathematics, science, applied arts, and physical education which are continued in the 7th and 8th grades. Seventh and eighth grade students also choose elective courses to complete their curriculum. Electives for the 7th and 8th grades include: life science; human dynamics; applied arts (woodworking, metal shop, home economics, language arts, fine arts, and music).



The Mackey exposes 6th grade students and their parents to the elective program during the school year to help them prepare for the curriculum choices in the 7th and 8th grades. All students at the Mackey participate in the program of career exploration. In addition, students have physical education twice each week and a course on health education.

The students at the Mackey change classes for each subject.

Specially-Funded Programs

TITLE I: The Mackey has a Title I reading coordinator, a Title I reading teacher, and two reading aides. Title I services are available to those students who live in areas of the city which meet Title I guidelines. The Title I reading teacher also works with students in the bilingual program.

Chapter 636 Funded

The Mackey has received assistance from the Massachusetts College of Pharmacy in strengthening both the core courses and the elective program. Through 636 funding, the college and school staffs developed the human dynamics curriculum, and have developed many of the electives offered to 7th and 8th grade students. Mass. College of Pharmacy has made its resources, facilities and services available to students, teachers, and parents at the Mackey.

The Mackey also participates in a program with the Animal Rescue League. Students learn about general procedures for animal care as part of the life science elective; students attend twice each week.

Special Needs -- 766

The special needs program currently serves 66 students, in two 766 resource rooms and 1 bilingual 766 resource room. A bilingual aide assists the teachers in the bilingual resource room. There is also a full-time CET Chairperson at the Mackey.

Special Services

BILINGUAL PROGRAM: One hundred Spanish speaking students participate in the bilingual program at the Mackey. Teachers together with aides teach the core subjects of reading, English, mathematics, social studies, and science to these students.

The bilingual students participate with the other students in physical education, and applied arts. Some bilingual students have science and mathematics classes in English. A Title I reading teacher and a bilingual aide provide extra reading instruction to bring those students who need reading help up to grade level. The school also has a bilingual guidance counselor, an aide who communicates between Spanish-speaking parents and the school staff, and a bilingual aide in the library who assists students and purchases appropriate books for bilingual students.

Discipline

The Mackey has had no serious disciplinary problems this year. The school operates within a very comfortable, relaxed atmosphere. There have been no suspensions and no major racial problems at the school.

Parent Involvement

The Racial Ethnic Parent Council (REPC) has been actively involved at the Mackey this year. The REPC has been involved in reviewing 636 program proposals, and in gaining much needed repairs and renovations at the school. Working closely with the school administration, the parents have gotten the cafeteria and auditorium painted, proper size chairs and tables for the cafeteria, new stage curtains and lights for the auditorium, and an intercom system repaired.

Parents at the Mackey expressed their satisfaction with the core curriculum and the teaching at the Mackey. Some parents had concerns that the 7th and 8th grades were not receiving the same type of educational push that is evident in the 6th grade. There also have been some problems with the implementation of the Learning Center Program.

Parents are working with the staff of the Mackey and Mass. College of Pharmacy to redefine this program for next year.

Phillis Wheatley Middle School
(formerly Horace Mann Middle School)
20 Kearsarge Avenue
Roxbury, Massachusetts 02119

Middle
Telephone: 427-3340
Eugene Ellis, Principal

Enrollment 1976-77: Total - 314 White: 128; Black: 169; Other Minority: 17
Average Class Size: 20

Projected Openings for 1977-78: Students from the Trotter School have priority on entering the 6th grade at the Wheatley. Additional seats are usually available in the 6th and 7th grades.

Description of School

The school is located in Roxbury off Warren Avenue. It is within walking distance of Dudley Street Station. The three-story building was erected in 1927 as a school for deaf children. The classrooms are smaller than most due to the intended use of the building. It is clean and well-kept. An added attraction is a newly opened library with new lighting and carpeting.

School Facilities

Cafeteria
Auditorium
Gymnasium
Title I Rooms
Home Economics Rooms
Industrial Arts Room
Library
Art Room
Woodworking Shop

Magnet Theme

The Wheatley offers a comprehensive middle school program with strong emphasis placed on both the academic and the social development of the student. The transitional nature of the school helps students in adding to their elementary school experience and thus prepares them for the rigors of high school. Students are continually encouraged to reach their full potential through ongoing evaluations (mid-term reports) and close communication with the home, if requested.

Educational Program

The entire school is involved in a cross-grade reading program. One period daily, students are assigned to reading classes based on ability rather than grade level.

The school program operates on a seven period day. Since 4th period is devoted to reading, it is divided in half. For the first half of the period, one-half of the student body has reading while the rest of the students have lunch. The activities are then reversed for the second half.

The first, second and third periods one week are interchanged with the fifth, sixth and seventh the next. This way all students and teachers have an equal number of periods in the morning and afternoon.

Core subjects in this program are English, Mathematics, Social Studies and Reading. Either French or Spanish can be taken as an elective. There is also gym three times a week and music twice a week. Students are assigned electives in art, science, cooking, clothing, woodworking, and industrial arts. Students not taking a language are assigned two other electives during the school year. A twice-weekly activity period also allows students to take courses in such things as photography, woodcarving, chess, weightlifting, drafting and knitting.

There are after-school sports available for boys and girls once a week with a late bus provided.

The school operates on a tri-semester basis. A report is sent home to parents on the results of mid-term exams which are given in all subject areas. At the end of each semester, final exams are given and letter grades sent home.

Additional Programs

BILINGUAL PROGRAM: Bilingual education is offered for Portuguese speaking students, primarily of Cape Verdean descent.

SWIM PROGRAM: A limited swim program is available to interested students at the Roxbury Boys' Club. Instruction is provided by members of the Wheatley staff who are qualified water-safety instructors. Red Cross certification is part of this program.

The student government at the school actively supports efforts to finance an annual week-long visit to the Cape Cod National Seashore.

Specially-Funded Programs

TITLE I: Two reading teachers work with 41 students in small groups to provide remedial help.

Chapter 636 Funded

LIBRARY PROGRAM: The librarian is funded by 636 for 1976-77, the school is trying to work out a method of refunding for 77-78 so that this program can continue.

UNIVERSITY PAIRING: The Wheatley shares the resources of Suffolk University with the Trotter, Copley High, and Boston Trade High.

The university and school have combined to formulate proposals on (1) values clarification, (2) a video documentary on ethnicity, (3) Fountain Valley Reading Program,

CULTURAL PAIRING: The Wheatley does not have a cultural program for 1976-77. The school has submitted a proposal for 1977-78 through the Cultural Education Collaborative. The proposal will involve the Wheatley with the Children's Museum. Six teachers and parent aides will work on an ethnic social studies project.

MINI GRANTS: The school's faculty has been very active in acquiring mini-grants. Some of them are in photography, ethnic heritage (cooking), and field trips.

Special Needs -- 766

The Wheatley has two full-time resource room teachers; one learning disability teacher, 3 days a week; a school psychologist, one day a week; and a speech therapist, one day a week.

The resource rooms service students with severe remediation needs, learning disabilities, and emotional problems. There are no substantially separate classes. There is mainstreaming in gym, music, and other activities.

The feeling is that the program is quite good but there is room for improvement. The school is providing all the services possible but the procedural "red tape" is a problem.

Special Services

BILINGUAL PROGRAM: There are three Portuguese bilingual classrooms that service 62 students. These children participate with the rest of the students in gym, cafeteria, activity periods, and Title I classes.

The administrator feels that this program is working extremely well.

Discipline

Students receive a copy of "Behavior Rules and Expectations" at the beginning of the year. The classroom teacher is primarily responsible for discipline. If added help is needed, first the guidance person and then the parents become involved. The principal is also a part of the process of resolving such problems.

The school this year has had a minimal number of suspensions. Discipline is not considered a problem area.

Future Plans

1977-78 plans include a SEED Math program, expanded career education, renewed photography program, library support, and hopefully a parent coordinator.

Parent Involvement

There is an active Racial Ethnic Parent Council (REPC) which meets once a month. Very often there are representatives from the faculty present to discuss educational issues. Parent involvement is encouraged by the staff.

Parent Comments

Parents interviewed about the Phillis Wheatley all seemed to feel that it is a happy place with a real family atmosphere. The faculty was highly praised. There was some dissatisfaction expressed but nothing that the parents felt could not be overcome or worked out with a combined effort between parents and school personnel. Parents are concerned about the need for a more comprehensive math program. Plans are underway to implement a new program next year.

Editorial Comments

The cross-graded reading program is a strong addition to the Wheatley School program. The atmosphere within the school is unusually warm and friendly with a noticeably good rapport between the students and faculty.

The Wheatley is the middle school for the Model Demonstration Subsystem and students graduating from the Trotter School have first priority for sixth grade seats. Eighth grade students graduating from the Wheatley will have first priority for seats at Copley High School.

Boston High School
338 Newbury Street
Boston, Massachusetts 02115

High School
Telephone: 262-7424
Joseph Ippolito, Head Master

Enrollment 1976-77: Total - 587 White: 264; Black 252; Other Minority: 71
Average Class Size: 12

Projected Openings for 1977-78: The school expects 350 openings for new students. There will be openings in all four grades with the majority in Grades 9 and 10.

Description of School

Boston High School, located on Newbury Street just half a block from Massachusetts Avenue, occupies a three story building renovated specifically for the school in 1968. Except for the flow of students in and out of the building, the school is hardly distinguishable from the retail stores, offices and commercial space which surrounds it. Inside, the school is compact. Classrooms are purposely small, designed for the 15 students per class which the school maintains as the desirable size for classroom instruction.

School Facilities

Library
Photographic Laboratory
Auditorium
Mobil Service Station

Magnet Theme

The magnet theme at Boston High School is work-study. Under this program, students attend school for half the day (three hours in the morning or afternoon), and work in paid employment for an additional three hours. The school helps all of its students who are employable find jobs, usually with one of the 85 businesses which cooperate with the school's work-study program.

Unemployed students take additional academic offerings. Students earn five credits towards their diploma for maintaining their part-time jobs, and can earn an additional five credits for full-time work over the summer.

Educational Program

Boston High School has one standard curriculum for all students in each of the four grades (9-12). At each grade level, students have English and mathematics. Depending on the grade, students take science, reading, social science, consumer education, business and occupational related subjects.

The mathematics classes range from basic computational skills (addition, subtraction, multiplication, and division) to algebra and geometry. Typing and office practices complete the standard curriculum.

The school's classes are purposely small so that the faculty can provide as much individual attention as possible. The school and faculty recognize that many students have not been academically successful in the past. The school concentrates on helping students gain basic skills in reading, language, and mathematics. At the start of the school year, the teachers conduct brief tests to determine the appropriate academic placement for each student. The reading laboratory allows for individualized instruction for all 9th and 10th grade students, and for all bilingual students.

Strong emphasis is placed on attendance. A student must attend at least seventy-five percent of the classes to gain credit for a marking period. In addition, a student cannot go to work on a day when s/he does not attend school.

The teachers keep a close check on attendance. Homeroom teachers discuss attendance with students frequently, and call each student's parents once each marking period.

The school's goal is to increase the student's rate of attendance substantially. Average attendance is presently about 81%, and in the recent past has been as high as 91%.

Boston High School has a unique offering in that it stresses the basic fundamentals of education along with self-discipline and reliability. Parents and students should keep this in mind when considering application to the program. Some students each year go on to a college or junior college, though advanced education is not the school's purpose. Boston High has been established to help students who might not otherwise complete high school.

Its graduates leave the program with their high school diplomas and several years of work experience. The majority of Boston High School students have a full time job when they graduate.

Special Needs -- 766

Boston High School has a full-time CET chairperson and two special needs teachers. Core evaluations take from two to four weeks to complete. The school has two 766 resource rooms where students with special needs receive one-to-one instruction for one or two periods each day.

Special Services

BILINGUAL PROGRAM: Boston High currently enrolls 71 bilingual students. Bilingual students receive extra instruction in English when this is necessary, and have a special reading program. Bilingual students are placed in regular classes as soon as their language skills reach a sufficient level to make their participation possible.

Discipline

Boston High School offers its students a very structured academic program with a small enough class size to allow for close student-teacher contact. The homeroom teacher regularly discusses attendance, job performance, academic work, attitude and behavior with each student. These factors have created a setting in which there are few disciplinary problems. When individual problems occur, the school moves quickly to inform a student's parents and involve them directly in resolving the problem.

Parent Involvement

Boston High School is extremely active in maintaining contact with parents. Boston High has a Racial Ethnic Parents Council, and holds the standard open house for parents once each year. The school encourages parents to visit it at any time, particularly when their children first enter the school so that the program can be explained and fully discussed. The school is open for parents throughout the school year and during the summer months.

Parent Comments

All parents contacted about the school voiced high praise for the program, its staff and administration. The parents found the school to be sympathetic to the needs of their children, and to their concerns as parents. The school is often the first successful educational program which their sons and daughters have experienced in many years. As one parent commented. "The school teaches you that you have to be responsible for yourself, and this has helped my son take responsibility for his education and his life." Parents deeply appreciated the school's directness in bringing them information about any problems, and in involving them in their resolution.

Editorial Comments

The most immediate problem facing Boston High School is the presence of large numbers of younger students who are not employable given their ages. Parents with children under 16 years of age should think twice before applying to this school. The whole idea of the school is to combine education and employment. The program loses a great deal of its effectiveness, when a student cannot be employed.

Boston Latin School
78 Louis Pasteur Ave.
Boston, Massachusetts 02115

Grades 7 - 12
Telephone: 566-2250
Michael Contompasis, Headmaster

Enrollment 1976-77: Total - 1979 White: 1484; Black: 282; Oriental: 162
Hispanic: 46; American Indian: 5

Average Class Size: 19, no larger than 30.

Projected Openings: Approximately 450 seats available in the 7th grade, 60 seats available in the 9th grade.

Entrance Requirement: SSAT exam combined with classwork average.

Description of School

Boston Latin School is the oldest public school in America. It was founded in 1635 to educate boys in the classical liberal arts. Over its 340 year history, both faculty and students have worked diligently to preserve its spirit of excellence in education. Today's students, both boys and girls, continue the tradition of academic excellence.

The school is located in the Fenway area within a short walking distance of the Museum of Fine Arts, a number of colleges and some of the finest hospitals in the world.

The new ten-story English High School is located directly across the street. The Latin building was constructed in 1922. Its facade, hallways and classrooms are of a traditional architectural style with tones of gray and brown predominating.

School Facilities

Language Lab
Gym
Music Rooms
Cafeteria
Library
Assembly Hall
Art Room
Science Lab
Computer Room

Magnet Theme

Boston Latin prepares students for college. The school provides rigorous training in the Liberal Arts. All students take core courses in Latin, English language and literature, and History. Science and Mathematics are stressed. The school has an extensive Advanced Placement Program. Students from last year's graduating class were granted advanced placement in 13 different areas.

Educational Program

Boston Latin School offers only a college preparatory program. English is required for 6 years, 5 periods a week. In the seventh grade ten periods of English are required to strengthen reading skills. Latin, History, Math, Science, Modern Language, Art and Music are required for a specific number of years. There are many electives offered starting in the eighth grade. They include: Art, Music, Computer Programming, enrichment and honors courses, and advanced placement classes. The teaching method is traditional with the teacher leading the student through the process of learning. There is a heavy emphasis on student preparation and performance on the frequently administered tests.

Every student takes a minimum of five academic subjects each year. Besides classroom work students are expected to do about three hours of home study every night.

Physical education is taken twice a week. In addition, a weekly utility period provides time for students to attend specific activities and club sessions.

Ninety-eight percent of Latin School graduates go directly to college.

Additional Programs

Music is offered as part of the curriculum beginning in the seventh grade. There is an excellent glee club and all students are given the opportunity to learn to play an instrument. Art is offered beginning in the eighth grade. There are additional electives in both subjects.

There is one reading specialist who gives both remedial instruction and speed reading for juniors. There is a resource teacher available during study hall periods to tutor 7th and 8th graders.

There is one guidance counsellor for each class, who stays with that class from the 7th grade through graduation six years later. In theory, the counsellor will come to know the students and their academic work during that time and be in a good position to advise them on electives and college choices. Often times, however, it is necessary for the student to initiate the contact with the counsellor. There is a "step-by-step" guidebook

available to students on the procedures for college applications. Flexible campus opportunities are available for seniors in the second half of the year. They can elect to intern at a business concern or to take classes at other academic institutions, such as Wellesley College with whom Latin School is paired.

There are many extracurricular activities such as sports, academic clubs, cultural societies, drama and dance clubs.

There is a Student Council and a student Bi-Racial Council.

Specially-Funded Programs

Wellesley College has received 636 funds to coordinate the resources of their campus to assist students at Boston Latin. The primary service in the last two years has been tutoring 7th and 8th graders. Thirty Wellesley undergraduates tutor students in English and Math twice a week. Wellesley has offered an after school drama course, writing assistance to the students on the school literary magazine and skilled assistance in art classes. Students are conducting a Modern Dance group. In the summer they collaborate with the school to provide a four week summer enrichment program for incoming students. This course prepares incoming 7th and 9th graders in basic skills and familiarizes them with the school surroundings.

Boston Latin has a business pairing with the Federal Reserve Bank that provides work experience for a number of students. The Federal Reserve also helped put together a Career Day brochure for students and participating alumni and gave assistance on the student handbook.

The school has close ties to Freedom House which offers pre-exam tutoring for students interested in attending the Latin School.

Discipline

Discipline is handled through a system which classifies minor and major infractions and acts on them with misdemeanor marks, censure or suspension. The infractions are clearly stated in the student handbook.

Future Plans

Academically, the administration hopes to maintain the traditional high quality of their teaching and curriculum. A high priority at this time, is to make improvements on their deteriorating facilities. They would also like to increase the number of their science laboratories.

Parent Involvement

Parents are very loyal to the school. They are dedicated to the traditional education and have turned out in large numbers to impress their wishes on school administrators. They participate in a Home and School Association and a Racial-Ethnic Parent Council which meets once a month. They were actively involved on the screening committee which selected the new principal.

On the whole, parents are very pleased that their children have an opportunity for this type of education. They feel that the large number of scholarships which are available to the graduates is a particularly inviting feature. Many mentioned the satisfaction their children felt in taking advanced placement courses.

Some parents felt that success in the school depended too much on the initiative of the student, especially in the early grades. Other parents, in direct disagreement, felt that care has been taken to orient the younger classes and to give them special consideration.

Many parents commented on the sense of pride their children seemed to feel about themselves, their work and their activities at the school. "I don't know how it happens" said one father, "but that feeling of pride in being at Latin School has come to each one of my three sons".

One parent felt quite strongly that the physical atmosphere of the school was extremely drab and inhibiting, but also commented that her daughter was enjoying school and responding well to the demanding courses.

One thing that a number of parents were concerned about is the lack of strong remedial services. Tutoring and extra help are available, but, as extras, not as a built-in part of the curriculum.

Editorial Comments

Tradition is the keynote at Boston Latin School. The school however, has adjusted its philosophy from earlier classical standards to the more democratic approach of imparting their very special education to students coming from a variety of backgrounds.

The new headmaster has actively encouraged minority applications. He has also demonstrated a fine perception for parent concerns, suggesting new approaches toward increasing parent involvement.

Boston Latin Academy
380 Talbot Avenue
Dorchester, Massachusetts 02124

Grades 7 - 12
Telephone: 825-4240
Margaret C. Carroll, Head Master

Enrollment 1976-77: Total - 1,060 White: 750; Black: 187; Other Minority: 123
Average Class Size: 25

Projected Openings for 1977-78: Seventh Grade: Approximately 230
Ninth Grade: Approximately 60

Exam School: All applicants are admitted on the basis of position on entrance examination list.

Description of School

Boston Latin Academy has a long tradition as an examination school offering an intensive college preparatory program. Formerly known as "Girls' Latin School", the school is now co-educational. Located in the Codman Square area of Dorchester, the school is housed in a large three story brick building built in the early 1900's. The building is characterized by wide corridors, high ceilings and large classrooms. The school is in good condition with modern lighting and furniture, but parents and teachers suggest that a new building is needed to provide more adequate facilities for the program.

School Facilities

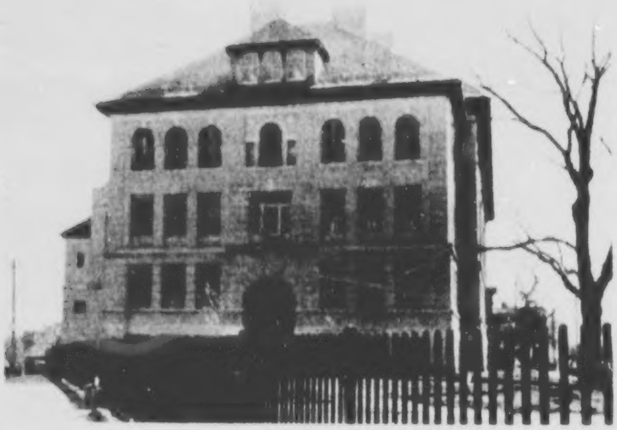
Cafeteria
Gym
Auditorium
Art Room
Chemistry Lab
Physics Lab
Biology Labs
Library

Magnet Theme

Boston Latin Academy's magnet theme is a traditional college preparatory program with an emphasis on high standards of achievement. Students are admitted to the school at the 7th and 9th grades on the basis of an examination administered by the Educational Testing Service. The headmaster stressed that it is important for prospective students "to realize what it is to be here. It entails a serious commitment to work."

Educational Program

All students at Latin Academy are in the college preparatory course and take five major subjects each year. All students take English and math every year and Latin and social studies through the 11th grade. Students take a science course each year except the 11th grade. Included are general science, health education, biology, chemistry and/or



physics. Students may begin a modern language elective in either the 9th or 10th grade. French, German and Spanish are available. A music course is required in the 7th and 8th grades and art in the 7th grade. All students take co-ed gym classes each year.

During the senior year students have many electives available to them geared to college level work. Graduating seniors may take advanced placement exams that allow them to go directly into second year level college courses in selected subjects.

Ninety-eight percent of the graduating class go on to college each year and many are offered financial aid. The school stresses developing study habits in the first years as preparation for college. In the 10th grade, all students participate in ten career assemblies. During the junior year the guidance counselor begins to provide information on college options. A library of college catalogs is available and group and individual conferences are held with college representatives. All students take the practice college board exam in September of their junior year and the college boards that Spring. The headmaster stated that students at Latin Academy maintain consistently high college board scores each year.

Additional Programs

DEVELOPMENTAL READING - All 7th graders are given diagnostic reading tests and those students needing help with reading speed or comprehension take part in this program three times a week. Other students in the school may be referred by a teacher.

FOREIGN EXCHANGE PROGRAM - Every year an exchange program brings students from Europe to visit with Latin Academy families. Later French or German language students from Latin Academy spend three weeks with families in either France or Germany.

EXTRACURRICULAR ACTIVITIES - The school has more than twenty clubs open to students interested in languages, student government, Asian-American culture, etc. One activity period a month provides a meeting time during school hours. There is a growing sports program for boys and girls.

Specially-Funded Programs

REGIS COLLEGE PAIRING: The Regis/Boston Latin Academy pairing has provided a tutorial program for students needing help with course work. Older Latin Academy students or Regis College students are paired with students requesting help and are paid a stipend to provide the tutoring. Students refer themselves or may be referred by a counselor or teacher.

The Regis pairing also provides lectures in a variety of fields, supports a parent newsletter and an orientation dinner for new parents. Students can participate in an after school program at Regis once a week offering art, music or language lab experience.

BUSINESS PAIRING WITH IBM: IBM provides a computer terminal in the building and offers two courses in computer math. IBM also offered a course in interview training for juniors and provides two scholarships and five summer placements.

Special Needs -- 766

Boston Latin Academy had not had any special services available but recently added one resource room teacher to the school staff.

Discipline

Boston Latin Academy expects each student to accept responsibility for maintaining an orderly atmosphere in which learning can take place. If a discipline problem arises in a classroom, the teacher speaks to the student first. If the situation can't be resolved quickly the student is sent directly to the headmaster. The school philosophy is that teachers are to focus on teaching, not discipline. The headmaster speaks to the student and calls or writes the parents only when necessary. Serious incidents may result in a day's suspension and a conference between the student, parents and headmaster.

Future Plans

It is hoped that the Regis pairing will be expanded to include a three week summer program for entering students wanting to gain study and reading skills. The headmaster, teachers and parents are hopeful that the long range plans for Boston Latin Academy will include a new building.

Parent Involvement

The REPC at the school meets once a month and has been active in planning for the college pairing programs, preparing the parent newsletter, and advocating for better transportation and support services for students. The Home and School Association at the school presents a special interest meeting for parents in the Fall and sponsors several social and fundraising events.

Both parent groups are now working together on lobbying for a new school building and investigating possible locations. They have met with Superintendent Fahey to state the need for the new school and plan to continue work on this long range project.

Parent Comments

Parents interviewed stated that they had welcomed the opportunity for their children to attend Latin Academy because they felt it offered an excellent college preparation program. One parent commented that attending this school offered her daughter the best future options for college admissions and scholarships. Parents expressed satisfaction with the education students receive but were concerned about the difficult adjustment that some students face during the first year. The three hours of homework at night that is expected is a radical change from earlier schooling for many students.

Parents are generally supportive of the disciplined atmosphere of Latin Academy. Most parents interviewed felt that although discipline is strict, situations are handled fairly and that students are treated with respect.

Some parents expressed concern, however, that support services for students having academic difficulty are not adequate. These parents felt that the current tutorial program does not provide consistent support. They expressed the need for the school to continue to develop services for students needing additional help in adjusting to the Latin Academy program.

Editorial Comments

Boston Latin Academy provides an excellent college preparatory course in a disciplined, traditional setting. Parents and students interested in visiting the school are invited to call the headmaster and arrange for a visit. This is undoubtedly the best way to understand the program and to experience the school's atmosphere. For the student whose primary interest is in a strong academic program, this is an important school to consider. For others, the lack of electives in the curriculum may be too limited.

Boston Technical High School
205 Townsend Street
Dorchester, Massachusetts 02121

Telephone: 445-4381
Henry Malloy, Headmaster

Enrollment 1976-77: Total - 1,586 White: 782; Black: 595; Other Minority: 209
Average Class Size: 22

Projected Openings for 1977-78: 500 seats available for 9th grade. 40 seats available for 10th grade. Prospective students must take the SSAT Exam.

Description of School

Boston Tech is located on Townsend Street between Humboldt Avenue and Warren Street in Roxbury. It is easily accessible by public transportation. It is one of the largest schools in the city, one-quarter mile around, with 4 floors and 52 classrooms.

School Facilities

- Library
- Cafeteria
- Auditorium
- Band Room
- Typing Room
- Woodworking Facilities
- Printing Rooms (4)
- Computer Room
- Drafting Labs (10)
- Sheet & Hot Metal Labs
- Science Labs (20)
- Pattern Making Shop

Magnet Theme

Boston Tech, whose magnet theme is science and technology, is one of Boston's three Exam Schools. It is a technical school that educates students for professional careers in science, math, engineering, and industrial technology. In preparation for college, students must take 4 years of math, English, science; 2 years of drafting and shop; plus take languages, arts, and social sciences required to get into college.

Educational Program

The science program consists of biology for 9th graders, physical science for 10th, and physics or chemistry for 11th and 12th graders.

English class is supplemented with reading instruction. Tufts University, a part of a 636 pairing, supplies reading specialists to help students who need extra work on basic skills.

The Boston Tech/Tufts pairing has also provided the school with three computer terminals to go with the four they already had, courtesy of the City and Boston Edison. Seniors at Tech can take an extensive six-part course on computers offering excellent hands-on experience.

All students can take electives in liberal arts, foreign languages, and vocational training.

There is also a state-funded cooperative printing course, preparing students for immediate employment in the printing industry. Students in this program do not have to take the entrance exam.

Specially-Funded Programs

FLEXIBLE CAMPUS:

Boston Tech has a flexible campus program for seniors who maintain high grades. These students can select special programs in which they would spend half their school day at City Hall, Boston City Hospital, or Harvard School of Design.

BUSINESS PARTNERS:

Ledgemont Labs introduces students to the field of scientific research through field trips and classroom materials.

Boston Edison is also a business partner. Juniors and seniors get tips on how to look for a job, and participate in technical discussion groups with Edison professionals.

There are also special career days at Tech that give students practice in job interviewing and offer them assistance in matching a course of study with a field of interest.

Metropathways offers the students a chance to go into the Boston area one day a week for one of three courses--career ideas, the political arena, or theatre. They receive academic credit for the course.

Special Needs -- 766

Boston Tech has one resource room with a resource teacher. Needs assessments are done in conjunction with parents, teachers, and other persons who have close contact with the student. The problems are usually not of a serious nature.

A number of students who have passed the required exam in order to attend Boston Tech, find that they have a difficult time keeping up with the rest of their classmates in certain subjects. These students receive immediate help to enable them to return to their regular classes as soon as possible. The 766 resource teacher has 22 students. In addition, the CET Chairperson counsels 15-20 extra students who are potential candidates for 766. There are no substantially separate classrooms.

Discipline

The students at Boston Tech are expected to abide by the proper behavioral standard established by the administration. Smoking, cutting classes, leaving school without permission, fighting, etc. are grounds for suspension. If the offense is a relatively minor one, the student is given a one day suspension or an in-school suspension. The parent is notified of suspensions and must consult with parties involved before the child is allowed to come back to school.

"Smoking and cutting classes seem to be the two most substantial issues of discipline at Tech," according to the Headmaster.

Parent Involvement

Boston Tech has a Racial Ethnic Parent Council (REPC) that meets twice a month at the school. They have been involved in suggesting and reviewing 636 proposals, writing letters and communicating with School Department officials as to the need for a permanent librarian. They have also, with the support of the teacher coordinator, sent letters to all the parents of students in the school asking for their support and contributions for a college scholarship fund for students. The scholarship fund will provide two students every year with $1,000 to help defer the cost of college.

The Parent Council has also been trying to get a remedial reading teacher for students in the school who require additional assistance in developing reading skills.

"The REPC at Boston Tech has been very supportive of and helpful to me. They are one of the best links I've ever had to get things done for the school," said Headmaster, Henry Malloy, Boston Technical High School.

Boston Trade Comprehensive
High School
550 Parker Street
Roxbury, Massachusetts 02120

Telephone: 445-6200; 445-8430
Robert Lawrence, Principal

Enrollment 1976-77: Total: 568 White: 203; Black 328; Other Minority: 37
Average Class Size: 18 students in shop class; academic subjects vary depending on the program (college, business, or vocational)

Projected Openings for 1977-78: Boston Trade is currently underenrolled for all grade levels. The school will have openings next year at all four grade levels; white students probably will have more openings, given the current low number of white students at Trade.

Description of School

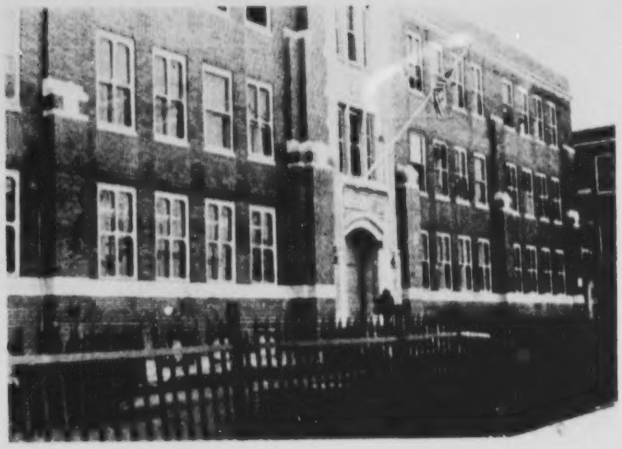
Boston Trade occupies a large, three story brick building on Parker Street, opposite Wentworth Institute, just one block in from the intersection of Parker and Ruggles. The school takes up almost an entire block with its classrooms, twelve industrial shops and newly-installed science laboratories. The freshly painted, well-equiped science labs offer a marked contrast with the rest of the school building which is in a serious state of disrepair.

School Facilities

Automotive shop
Plumbing shop
Gymnasium
Electronics shop
Printing shop
Library
Cabinet making shop
Sheet metal shop
Cafeteria
Drafting shop
Welding shop
Science laboratories
Machine shop
Electrical shop
766 Resource Rooms
Painting shop
Carpentry shop
Auditorium

Magnet Theme

The magnet theme at Boston Trade is vocational education for employability and skill acquisition. This theme is consistent with Trade's traditional emphasis on providing students with sufficient skills to enter the job market immediately upon graduation. More than 90% of the students participate in the vocational program. This figure includes a majority of the college preparatory and business students who can elect one of the shop courses in addition to their other courses. Trade encourages students to remain in a specific shop program for three years in order to gain a thorough understanding of a trade. Students can change their shop programs at the end of any marking period. Trade places approximately 80% of its graduates in jobs each year.



Educational Program

As a comprehensive high school, Boston Trade offers its students a choice of three academic programs: college preparatory, business, and vocational. Over 80% of the students currently participate in the vocational program, which is the most varied in the city. Under the vocational program, a student has four academic classes and three periods of shop each day. Students in the college preparatory and business programs also can elect to participate in one of the twelve shops (see list of facilities above).

Students at Trade take four years of mathematics, English, and physical education and three years of social studies. Students in the college preparatory program also take four years of science and Spanish. Business and vocational students have only three years of science. Typing, office practices, and bookkeeping are the basic prerequisite courses for business students. Trade also has reading classes for all business and vocational students in the 9th and 10th grades. Students in the 9th and 11th grades have their academic classes in the morning and their shop classes in the afternoon. The 10th and 12th graders have shop in the morning and academic classes in the afternoon. Through the Flexible Campus Program, Trade students can participate in the music program at Madison Park High School, take art classes at either Boston State College or the Museum of Fine Arts, and participate in a creative writing and reading program at Northeastern University. Other Flexible Campus options include: Another Course to College, Occupational Resource Center, The LAB School (Learning about Boston), and The Urban Studies Program. Students at Trade also take gym once a week.

Specially-Funded Programs

In February of this year, Boston Trade and Suffolk University (with 636 funds) initiated a special guidance program for students in the 11th and 12th grades. The guidance program assists students with personal problems that are affecting their academic work.

General Dynamics and Boston Trade are just initiating a series of field trips to General Dynamics as part of the career exposure program for students. General Dynamics has been paired with Trade (under 636) only recently, the field trip program is the first concrete result of this business-school cooperative effort.

Special Needs -- 766

Boston Trade has five 766 resource rooms and one substantially separate classroom for students with special needs. Core evaluations require approximately thirty days to complete. Boston Trade has introduced a 766 Vocational Strategies Program for twenty special needs students in the 9th grade. These students are clustered in a single classroom for their academic subjects, and participate with other students in the shop program in the afternoon. Two aides work with these students in both the classroom and shop settings.

Discipline

While discipline is not a major problem at Trade, the school does suffer from students wandering out of classrooms and through the halls. The pass system does not appear to be adequately controlling the problem. Trade experienced one racial incident early in the school year, but this problem has not re-occurred. The Headmaster and staff have been very active in working to prevent similar situations from developing. Mr. Lawrence's general concern is to identify and work out disciplinary problems early, before they become serious enough to merit student suspension.

Parent Involvement

Mr. Lawrence would welcome an active parent's group in Trade to help him work towards the needed improvements in the building, equipment, and curriculum. There are two REPC members who are very active around the school. Unfortunately, the entire council membership has not been nearly as active. Parents at Trade report that the school is extremely open to parents who want to contact the school for any reason. Classroom and shop teachers and the school administration have demonstrated a very open attitude toward parent visits at Trade.

Several parents mentioned their concern over the numbers of students walking through the halls during class time. The parents felt this situation could be improved substantially with more effective enforcing of the pass system at the school.

Parents also pointed to the need for more substantial involvement on the part of other parents, particularly white parents. Many of the needed improvements at the school will only move forward with more active parent support.

Editorial Comments

The future of Trade is a question on many people's minds. The major weaknesses are the poor facility and a shortage of up-to-date shop equipment.

The teaching staff at Trade has considerable experience and skill. This resource, plus the attitudes and morale of the student body would benefit substantially from a positive commitment on the part of the School Department to keep the school going and an accompanying investment to upgrade and modernize the facilities.

Copley Square

Copley Square High School
150 Newbury Street
Boston, Massachusetts 02116

High School
Telephone: 267-9805
Theresa Hamrock, Director

Enrollment 1976-77: Total - 511 White: 243; Black: 190; Other Minority: 78
Average Class Size: 25

Projected Openings for 1977-78: 125 ninth grade seats. It is expected that students from the Wheatley School will have first priority if the Court order honors the Model Demonstration Subsystem.

Description of School

Copley Square High School has an established tradition as a small, innovative magnet school because it was originally part of the Model Demonstration Subsystem. Situated in an old residential mansion, it is centrally located just one block from historic Copley Square, near the Boston Public Library and Old South Church. The school makes use of the surrounding resources through an extended campus plan. Drama classes are held in Old South Church, while other programs are housed in Trinity Church. Students use the main branch of the Boston Public Library for research and seminars.

School Facilities

- Cafeteria
- Reading Lab
- Math Lab
- Gym facilities at YWCA

Magnet Theme

Copley Square High School offers a comprehensive program with magnet themes in the communication arts and community externship programs. The communication arts program has been developed in collaboration with Emerson College. It provides courses in speech, theatre and mass communications. The theatre program offers live-performance experiences as students present productions to the school and community. Students in the mass communications programs work in radio and television production, graphic arts and journalism.

Copley students have a unique opportunity to participate in the Boston community through externship programs in a range of cultural, business or service agencies.

Educational Program

The focus is on students developing the traditional high school skills through a variety of approaches which assure competence in the basic subject areas. The comprehensive curriculum prepares students for college entrance or career placements with approximately 75% of the graduates going on to college. All students take courses in the core subjects: Art, English, Foreign Language, Math, Science, Social Studies and Phys. Ed. There is a reading teacher available to work with students needing additional help in building reading skills. The math program includes college preparatory, business and consumer math with interdisciplinary courses in data processing and the metric system.

Students can elect to take courses in the communication arts program and to participate in the externships programs at Copley High. The externships allow students to combine academic courses with related experiences working in a university, hospital, cultural institution or business. Externships vary in length and allow Copley students to use the resources of the city as a part of their high school experience.

Social Discovery is a unique program that students may elect for a semester. Students spend time living and learning in a variety of settings that include an Outward Bound experience, living with a rural family and living alone at a religious retreat site. Students compare these varied life styles and learn more about themselves and others as they interact in each setting.

Specially-Funded Programs

SUFFOLK UNIVERSITY PAIRING: A math lab has been provided and staffed to provide a more comprehensive math program for the school. Teacher workshops have been provided as have career exploratory experiences for English-speaking and bilingual students. The language labs at Suffolk University are used by Copley High students and some students attend courses at Suffolk.

EMERSON COLLEGE PAIRING: Emerson College faculty have assisted in developing the communication arts courses at Copley High. Students use the television and video studios, the print shop and graphics arts facilities at Emerson. Emerson faculty and students also assist in theatre productions at the school.

Special Needs -- 766

The lack of a CET chairperson at Copley High is of concern to parents there. There are now 37 students at the school who are receiving special services under Chapter 766. A resource room teacher is assisted by part-time learning disability and vision resource teachers in providing services.

Special Services

BILINGUAL PROGRAM: Copley High has a Spanish bilingual program currently serving 48 students. Two bilingual teachers work with the students in core subjects. Bilingual students participate in homerooms, sports and other activities with the entire student population. One math class includes bilingual and non-bilingual students. The Suffolk pairing funds a career course for bilingual students with an emphasis on the many careers in which bilingualism is an advantage.

Discipline

The director stated that Copley does not have any serious discipline problem and that there have been only 2 suspensions during this school year. The parents interviewed seemed to support this statement. Never is there any suspension without first trying to work out a solution between parent, staff and student.

Future Plans

The future plans are to continue the programs offered. Suffolk University has requested refunding beyond June for their collaborative projects including the math labs and computer workshops. Emerson College plans to continue its present projects in communication arts. Workshops are planned in speech, voice and articulation for this Spring.

Parent Involvement

Parents are involved at Copley High mostly through the REPC which participated in planning the two college pairings. Although the REPC meets regularly and includes a committed group of parents, they express the need for more extensive parental involvement at Copley High.

Parent Comments

Parents interviewed expressed support for the existing programs at Copley High and for the variety of experiences that are available to students in the program. Many students are also enthusiastic about the opportunities at Copley and the independent study options. There was concern expressed about the lack of a CET chairperson for the special needs program.

Parents are pleased with the way in which individual attention and follow-up are given to students. If a student is having academic difficulty, parents are notified between marking periods.

Parents were pleased with the Copley program because it encourages students to develop independence and responsibility.

Parents feel that the lack of space in the Copley High building necessitates too much coming and going to other buildings.

Editorial Comments

Copley High has many positive aspects and has an established reputation for excellent and innovative programs. The program is geared to highly-motivated and responsible students. The school is often oversubscribed - with more students applying than can be admitted. This is an interesting program for parents and students to consider.

English High School
77 Avenue Louis Pasteur
Boston, Massachusetts 02115

High School
Telephone: 738-6300
Robert Peterkin, Headmaster

Enrollment 1976-77: Total 2155 White: 881; Black: 1018; Other Minority: 256
Average Class Size: 20

Projected Openings for 1977-78: The school is just below capacity. There will be approximately 600 seats available at the ninth grade level, but only a few seats at other grades. Last year the school was over-subscribed.

Description of School

English High School operates in an attractive ten-story building which boldly stands out among the university, medical, and educational buildings located on and around Avenue Louis Pasteur.

This modern, well-equipped building is three years old. The Mathematics, History, English, and Foreign Language classrooms, the Science Laboratories, Art Studios, shops and other academic facilities are located around a central core of escalators which carry students from one floor to another. A large wing on the north side of the building houses the auditorium and gymnasium.

School Facilities

Cafeteria
Gymnasium
766 Resource Rooms
Library
Swimming Pool
Shop Areas
Auditorium
Art Studios
Home Economic Rooms

Magnet Theme

English High School calls its magnet theme M.O.D.E.L. (Method of Developing Effective Learning) to highlight the variety of magnet programs available at the school. The school has retained its traditional orientation as a comprehensive high school while adding a series of programs to increase the options. Under the M.O.D.E.L. concept, a student in the college program, the college-business program, and the business program might also elect to participate in the Theatre Arts Program. Similarly, a student might elect to participate in the Magnet Art Program, a special health careers program, the Urban Studies Center, or in the extensive program offered in the Home Economics Department.

Under the M.O.D.E.L. theme, English works to provide each student with a program most suited to his or her interests and needs.

Educational Program

English offers a comprehensive high school program for all of its

students. The three academic majors are college preparatory, college-business, and business. The college-business major is designed for students who are concentrating on business-related courses and intend to continue their education at a two or four-year college.

In a recent survey of last year's graduating class, the Guidance Department determined that sixty percent of the graduates were attending a college or technical school. This figure is just below English's long-term average of 62%. Currently 54% of the students are in the college program, 7% in the college-business program, and 34% in the business program.

For the first time, English High School has clustered its 9th grade students. Under the cluster system, a team of teachers work with the same group of students. This system allows for greater attention to the student's individual needs and closer coordination among the teaching staff. At the end of the 9th grade, students begin concentrating on one of the major programs at the school. Ninth graders will also participate in a career exploratory program for the first time next year.

English utilizes a New Century Reading Lab for students in need of additional reading services. The school's first priority in the lab program is to improve the reading levels of 9th grade students who are two years or more below grade level. Students in other grades also use the labs to improve their reading skills as well as learn basics they missed in the lower grades. Though the school does not have a comparable program in mathematics they have instituted review courses to help 11th and 12th grade students prepare for their College Board examinations.

The school also has a Flexible Campus Program. More than four hundred students participate in programs at the Occupational Resource Center, Boston Trade, John Hancock, and in the Political Discovery Program, college courses at Northeastern, Boston State and Suffolk University, and in independent study projects away from the high school. Under the Flexible Campus Program, students take their basic academic courses at English, and spend the remainder of the day at the off-campus program.

Specially-Funded Programs

A 636-funded Theatre Arts Program, developed in conjunction with Brandeis University, provides 250 students with classes in acting, directing, dance, pantomime, voice and stage design.

The Magnet Arts Program provides almost eight hundred students with studio courses in ceramics, photography, drawing & painting, print making, television, sculpture, film making, art history, and introductory art courses. Students interested in art careers receive special assistance in preparing for further education. English High and Mass. College of Art have jointly developed this program, which is the most comprehensive within the school system.

The University of Massachusetts and English have developed several alternative programs as part of the magnet theme. "Mash" is a program of career exploration and skill training in the health careers. In addition to classroom instruction, students gain work experience in the many medical institutions surrounding the school.

Additional Programs

English High and John Hancock have established a number of programs directly benefiting students at the school. Students in the home economics program, interested in restaurant management, work in the restaurant facilities at John Hancock. Other students participate in an executive internship program. John Hancock brings large numbers of English students through its many departments as part of their career exposure program. There is also close cooperation between the business department at English and John Hancock staff.

Special Needs -- 766

English High has five teachers for the five 766 resource rooms and four teachers in the four substantially separate classrooms. Five aides assist the teachers in servicing approximately 100 students in the resource rooms and 38 students in the substantially separate classrooms. Mr. Donald Foley and Ms. M. Solari are the two full-time CET chairpersons at English. Special needs students are mainstreamed in art, music and gym courses to the fullest extent possible.

Special Services

BILINGUAL PROGRAM: There are 164 Spanish speaking students in the bilingual program. Eight bilingual teachers, assisted by four bilingual aides and one bilingual guidance counsellor, provide courses in English as a Second Language (ESL), Spanish for native speakers, social studies, and mathematics. In addition, the bilingual program offers courses in mechanical drawing, music, theatre arts, and college preparation in Spanish. Bilingual students are mainstreamed for art courses and gym, and in other courses when possible.

Discipline

The principle concern here is an excessive amount of unexcused absence from classes.

The school wants to reduce class-cutting and "hanging around", and to encourage students to take responsibility for their conduct. Parents expressed satisfaction with the school's approach to disciplinary issues. Several expressed appreciation for the school's directness and courtesy.

Parent Involvement

The Racial Ethnic Parent Council is the only parent group active at the school. The REPC has worked closely with the school administration helping to revise the school's description of its educational program, reviewing programs and proposals for Chapter 636 funding, and surveying the school's parents about their attitudes toward the school. English would like to increase parent involvement.

Parents expressed very positive opinions about English High School. All were satisfied with the educational program, and several parents thought that the various magnet programs were excellent additions to the school. One parent praised the cluster system for the 9th grade as very helpful for getting these students oriented to a new school.

Madison Park High School
New Dudley Street
Roxbury, Massachusetts 02119

High School
Telephone: 267-3602
Thomas Hennessey, Head Master

Enrollment 1976-77: Total - 1473 White: 524; Black: 785; Other Minority: 164

Projected Openings for 1977-78: 900 seats, all grade levels. Because this school is moving to a new building for September, 1977, the enrollment is expanding and seats are available.

Description of School

Madison Park High School will open in September in the most modern high school facility in the city. The six buildings on the New Dudley Street campus are surrounded by terraces, malls, tennis courts and playing fields. The two central academic buildings have modern classrooms, cafeterias, and a library/media center. The science building includes laboratory facilities for biology, chemistry and physics. An industrial arts building will house five modern shops and an auditorium. The physical education and performing arts building, scheduled for completion in January, 1978, will have several gyms, four swimming pools and studios for theatre, video and music workshops.

Magnet Theme

Madison Park High offers a comprehensive high school curriculum with magnet program options in the performing arts, media and communication, and applied career education. These programs offer students at Madison Park the opportunity to take introductory courses in these fields or to develop a major in one of these areas.

The Music Division is part of the performing arts emphasis and offers students with the interest and aptitude a specialized program that includes music theory and voice or instrumental instruction. The Music Division will continue to be located on Huntington Avenue so students choosing this program will spend part of each day there. The performing arts program also includes a theatre and dance major taught by professional actors and dancers from the Theatre Company of Boston.

The media and communications program will expand next year to offer courses in journalism, advertising, radio, television and video production. Students will develop a variety of media skills and explore career options while producing a school newspaper, yearbook and a weekly television program.

Career education programs are offered by the Science Department combining academic classwork with supervised externships. Students may elect courses in medical careers, marine studies or environmental *studies. The Business Department also offers students who have mastered key business skills the opportunity to participate in an extern program in a Boston business or agency. A Child Development course will offer practical experience at day care centers and nursery schools.*

Educational Program

Madison Park High will be divided into houses to allow students and teachers to work in a smaller unit. Each house will include 9th - 12th graders and students will stay within their "house" for the basic academic subjects. Ninth grade students will be clustered within each house so that a team of teachers can work closely with the groups of ninth graders in planning for their high school program.

Madison Park offers a comprehensive high school curriculum allowing a student to prepare for college admission, a business career or take a more general course. All students are required to take certain core subjects but are then assisted in developing an individualized program.

All students take four years of English, two of math and social studies and courses in science. The English Department has developed a series of courses which students take each year. These are designed to ensure that students develop basic reading and writing skills. A similar skills program is being developed by the math faculty.

Students can then select courses from a variety of offerings listed each year in a course catalog. Science courses include biology, chemistry, physics, anatomy and earth sciences. Language labs are used to assist students studying either French, Spanish or German. The English and History Departments offer a variety of advanced course electives. All students select a physical education course each year.

The Business Education Department offers courses in basic business practices and advanced business technology.

The industrial arts program will include electronics, drafting, power mechanics and graphic arts.

Additional Programs

FLEXIBLE CAMPUS: Students can take tuition-free courses at Northeastern University, UMass Boston, or Boston State and earn high school and college credits. Work-study and externship programs are available. Students can also go to the ORC for special vocational programs.

SPORTS: Madison Park has a full sports program for all students. There are 11 varsity and junior varsity teams including football, basketball, soccer, track and field, crew, baseball, softball, swimming and tennis.

Specially-Funded Programs

NORTHEASTERN PAIRING: Northeastern has provided curriculum workshops and assisted the faculty in curriculum development. Four reading teachers are funded through the pairing. Northeastern has provided assistance in planning for the new building and in career guidance programs.

CULTURAL PAIRINGS: The Theatre Company of Boston has been involved in the performing arts program. The New England Conservatory of Music has worked with the Music Division. Casa del Sol offers students workshops in photography, weaving and pottery conducted by practicing artisans.

PROJECT SHELTER: This federally funded program teaches students hands-on construction skills renovating and restoring community buildings. Students also study academic subjects relating to their project.

Special Needs -- 766

There is a CET chairperson and core evaluations are reported to be completed within the thirty day limit. There are two resource rooms providing special services to mainstreamed students. The school also has two substantially separate classes.

Special Services

A Spanish bilingual program currently serves seventy-five students. The program includes all core subjects required for graduation and offers an English as a Second Language course. Courses in Hispanic culture and history are included and bilingual students can participate in a Bilingual Theatre Arts program. Students may elect to take communications. Casa del Sol provides workshops in photography, weaving and pottery and bilingual students may elect these.

Discipline

The Headmaster and parents who were interviewed agreed that there is a relaxed atmosphere at Madison Park and that discipline is not a serious problem at the school. When a discipline problem does arise, the teacher and student try to resolve it first, then the Headmaster may become involved. If talking with the student alone is not adequate, the parents will be contacted. Suspensions are used only for serious incidents and the parents are contacted before any student is suspended. The teachers, administration and student leaders all share in creating the relaxed atmosphere at Madison Park.

Parent Involvement

The REPC at Madison Park has been involved in planning for the pairings and magnet programs and is now working to help plan for the move to the new building. REPC members were part of the Screening Committee that selected the Principal and will now be involved in selecting finalists for other administrative positions. It is hoped that parental involvement will increase each year as the school grows.

Parent Comments

Parents express excitement about the program that has developed at Madison Park High in its first two years. There is now a sense of anticipation as the new building is finished. The enthusiasm and accessability of the administration and teachers at Madison Park have impressed those parents actively involved in the school.

The efforts of the faculty to develop a strong basic skills program is important to many parents. They are also enthusiastic about the variety of programs available to students - but stress the need for explanations and guidance to parents and students in making program choices. Parents appreciate the individual attention that is given to students and feel that this is important in creating the spirit at Madison Park.

Editorial Comments

In the two years of fending with "temporary" space and facilities, Madison Park has developed an exciting and innovative program. The faculty and administration have shown an unusual commitment to the students and have spent many hours developing a curriculum that addresses their needs. There is a growing spirit of enthusiasm for this High School and for the fast developing programs. This is a school well worth watching. Students and parents interested in learning more about the new Madison Park High are welcome to call or visit the school, now housed at 209 Columbus Avenue near Park Square.

Mario Umana Harbor School of
Science and Technology
312 Border Street
East Boston, Massachusetts 02128
(Formerly East Boston Technical)

Grades 7 - 12
Telephone: 569-6280
Gustave Anglin, Principal

Enrollment 1976-77: Total: 510 White: 256; Black: 228; Other Minority: 26
Average Class Size: 26 to 1

Projected Openings for 1977-78: School is designed for 160 students in each grade; seats are available in grades 7-11.

Description of School

The Umana Harbor School is a brand new ultra-modern concrete structure overlooking Boston Harbor in East Boston. Classrooms are bright and cheerful, with partitions available to alter the size of the classrooms.

School Facilities

Woodworking, Metalworking Shops
Energy, Electronics, Photography Labs
Graphic Arts Room/Ceramic Kiln
Gynmasium/Pool/ Handball Court
Exercise Rooms
Home Economics Kitchen
Reading Lab
Cafeteria
Large Meeting Room

Magnet Theme

The magnet theme is Science and Technology. Unlike most technical schools, students interested in Umana do not have to qualify by taking an examination. The school does, however, want to attract students with a genuine interest in the more demanding technical courses being offered. The inclusion of grades 7 and 8 allows time for students working on different levels to prepare for the heavier academic work required at the high school. Remedial reading and math are offered in grades 7 - 10.

Umana Harbor School is so new that all grades are not yet functioning. Students take regular academic subjects in the lower grades which lead to the following specialization opportunities in grades 11 and 12:

Aviation Technology
Computer Science
Electronics
Environmental Technology
Medical Technology

Educational Program

The program at Umana is designed to provide students with many options upon graduation: employment in a technical field, two or four-

year college program in science or technology, or four-year college study in other fields. Core programs of required high school subjects continue through each grade, with increasing emphasis on science, progressing from pre-technical course choices to guided individual selection of a major program in one of the five areas of technical specialization listed above.. Courses have been designed to be as practical and interesting as possible, to acquaint students with up-to-date science and technological equipment.

The 7th and 8th grade program offers a strong core in mathematics, social studies, language arts, reading, modern foreign languages, health, and physical education. In keeping with the school's theme of Science and Technology, students will receive a semester of both Physical and Life Science as well as an introduction to technology through a "pre-technical" overview in such areas as Basic Energy, Small Engines, Woodworking, Basic Metalworking, Electricity, and Electronics, and Graphic Arts.

Students in grades 9 and 10, in addition to the core, take four periods a week in one of the shop areas--electricity, energy and small engines, graphic arts, woodworking, or machine shop.

Specially-Funded Programs

Umana is paired with MIT, Wentworth, and Massport. A full-time coordinator from MIT is presently in the school, while twenty MIT students offer remedial math instruction daily. The pairing institutions have been indispensable during this first year of the school's operation--in coordinating programs and loaning or scrounging equipment to fill-in for what had been ordered, but did not arrive.

TITLE I: There are two Title I reading teachers who serve about 20 seventh graders a day. Two 766 aides assist with this program; more are promised.

A Junior Air Force ROTC program is very popular. Girls and boys can volunteer; there are post-graduation advantages for participants.

Special Needs -- 766

Five teachers and five aides serve 35 substantially separate and 12 physically handicapped. These programs are located in a very large area originally planned for the school library. Two teachers also work with students in a Resource Room.

Discipline

There seems to be a constructive approach to discipline at Umana, based on the idea that discipline is a learning process.

Though the school had a number of potential discipline problems because of a confused assignment process at the beginning of the year, the staff, students, and parents were able to smooth over the problems without incident.

There have been only eight suspensions. Staff and students are encouraged to treat each other with respect.

Future Plans

When the 12th grade is added, there will be Flexible Campus Extern Programs in technical or university settings. It is hoped that 1.5 million *dollars' worth of technical equipment and library materials planned for the school will be "in place" by next September.*

Parent Involvement

Some parents have been involved in the school since 1975 on the original planning committees. There is an active Racial-Ethnic Parent Council (REPC) with about 30 attending, meeting every other week. One concern has been developing communication with parents of students who are failing. The principal has an open-door policy for parents. He hopes to see more parent involvement as the school "settles in".

Parent Comments

There seems to be general satisfaction with the school, though parents of bused-in black students feel a sense of isolation and distance because of the school's location. Awareness of equipment problems does not seem to effect the student's satisfaction with what is presently being offered.

Editorial Comments

Though the current principal had been at Umana only three weeks at the time of CWEC's visit, he spoke with confidence of support from students, staff, and parents, despite initial tensions at the time of his appointment. There had been "a couple" of racial incidents outside the school, but he and others felt that the students are relating well to each other and to the staff. Community attitudes toward the school are understandably mixed, since the site was to have been East Boston's Middle School. The Umana does serve as a community school, however, with many of its facilities open to the community after school hours.

This appears to be a school with great potential for students willing to work, offering a fresh and exciting approach to technical subjects.

Another Course to College (ACC)
60 Joy Street
Boston, Massachusetts 02114

Secondary School Program
Telephone: 742-5711
John Regan, Teacher-In-Charge

Enrollment 1976-77: Total - 193 White: 99; Black: 63; Other Minority: 31

Projected Openings for 1977-78: Juniors and Seniors are assigned from their home high school to the program. Interested students can contact their Flexible Campus Coordinator.

Description of School

ACC is presently housed in the Peter Faneuil School at 60 Joy Street on historic Beacon Hill. The school consists of ten classrooms and is located on the second and third floors of the building.

Description of Program

Another Course to College (ACC) is a two-year program designed for general or business course students who decide to prepare for college or for college course students not happy with their present curriculum.

ACC students spend two years (junior and senior) on assignment from their home high school to the program. At the end of 2 years they are automatically admitted to the freshman class at U. Mass. - Boston if so recommended by ACC staff.

The program is open to all Boston high school students except those at Boston Latin Academy, Boston Latin School and Boston Technical High School. Students attend classes at Joy Street full time but remain enrolled at their assigned high school.

Educational Program

ACC is designed to provide junior and senior students with an intensive program that meets the following objectives:

a. improve basic communication skills
b. improve basic mathematical skills
c. motivate students to want to learn
d. to improve study skills and habits
e. to gain a solid background in academic subjects
f. to improve decision-making skills
g. to develop sufficient college survival skills
h. to become familiar with various options available to them

The program includes remedial reading as well as developmental reading and an introduction to new subjects. These include French, Chemistry, Geometry, Calculus, etc. The Social Studies program includes courses in:

a. Ancient History
b. World Civilizations
c. Modern European History
d. U. S. History
e. Sociology

Students are also encouraged to participate in what is known as a Block VII, a tutorial reading program.

Additional programs are offered on the metric system, photography, drama and grammar.

To aid students, ACC has a variety of methods and procedures. ACC students are also registered U. Mass. - Boston students. They use the library, physical education facilities, media center and biology labs regularly. Students with strong interests or abilities in specific fields take courses with U. Mass. professors, their classmates being other U. Mass. students.

At the first sign of difficulty in a subject, ACC students are assigned a U. Mass. tutor, who is salaried - not a volunteer, and works with the student until the difficulty is resolved.

All students have counselling services available to them for either personal or academic problems. They are also members of support groups - ten to twelve students and one staff member - which meet regularly to discuss problems and give positive reinforcement.

Students take PSAT and SAT exams and are taught test-taking skills.

At the end of two years, the ACC student will have developed well enough academically and personally so that if s/he chooses to attend college, s/he will be equipped to be successful.

Applications should be made in the Spring. They may be obtained through the Flexible Campus Coordinator or the Guidance Counselor in the assigned high school. For further information call John Regan at ACC - 742-5711.

Discipline

Discipline has not been a problem here. There have been no suspensions in the past two years. The programs at the school are very structured. Great emphasis is put on one-to-one work with students.

Parent Involvement

Parent involvement at the school, though adequate, could be extended. Parents comment that the school has met the needs of their children over and above the call of duty. Some parents have been particularly impressed with the improvements and progress their students are making after having been for one reason or another, "turned-off" by school. The school has a Racial Ethnic Parent Council, (REPC).

Editorial Comments

The atmosphere appears cheerful and conducive to learning. There are no major discipline problems or racial tensions. Students, teachers and parents have developed a good rapport with one another.

Boston Business School
989 Commonwealth Avenue
Boston, Massachusetts 02215

Post High School
Telephone: 787-5600
Herbert C. Hambleton, Principal

Enrollment 1976-77: Total - 616 White: 437; Black: 148; Other Minority: 31
Average Class Size: 20

Projected Openings for 1977-78: Approximately 300. Due to racial imbalance white students are sometimes placed on a waiting list.

Description of School

The Boston Business School opened in 1914 as the Boston Clerical School. In 1971 the school moved to its present location on Commonwealth Avenue, converting a former car agency into a very pleasant school building. The carpeted, brightly lit interiors are cheerful and businesslike.

School Facilities

- Accounting laboratories
- Typing Rooms
- Machine dictation laboratory
- Placement/guidance office
- Office practice laboratories
- Machine transcription room
- Cafeteria/multi purpose room
- Student lounge

Magnet Theme

Boston Business School is a vocational school in business education. It is a unique program of higher education offered as part of the city's free public schools. It is available to all city residents upon their completion of grade 12. Openings occur at the end of each semester.

Educational Program

There are five courses. Students are eligible for each course regardless of whether they took the college or the business course in high school. Students who have had previous business training are tested and placed in classes according to their achievement level. A student may decide to take a full curriculum ranging over a two year period or select a particular program which can be completed in a shorter or longer time. Students continue their training until they reach a 90% efficiency rating. In this way the school offers an assurance of excellence to prospective employers.

The Bookkeeping Course prepares students for positions as bookkeepers or general office employees and can be completed in about ten school months. The Accounting Course can be completed in about 17 school months. The Shorthand Course prepares students for stenographic and general office employment and can be completed in about 12 school months. The Executive Secretarial Course takes about two school years to complete. The Machine Transcription Course can be completed in about ten school months. Admission is necessarily limited by the availability of equipment.

There is a guidance/placement office in the school that has been very successful in placing graduates in well paying jobs. A number of graduates choose to enter a college program. They are able to work out an individual credit transfer. The placement counsellor also assists students in obtaining part-time employment.

The school has a diverse student population ranging in age from recent high school graduates to middle-aged people. They have an elected Racial Ethnic Council. The alumni also maintains a close supportive contact with the school.

Future Plans

The administration would like to expand their current program to include evening and summer sessions. This would allow the school to increase the number of regular students and to provide others with a chance to upgrade their skills.

Editorial Comments

The school is administered with consideration and professional skill. The courses are taught by an experienced and enthusiastic faculty. The students are motivated by the high standards which the school endorses and job placement is virtually assured.

English Language Center

English Language Center
152 Arlington Street
Boston, Massachusetts 02116

High School - Adult
Telephone: 426-2276
William J. Mallen, Principal

Enrollment 1976-77: Total - 312 White: 128; Black: 67 Other Minority: 117
Average Class Size: 22

Projected Openings for 1977-78: Students are accepted as they apply.

Description of School

English Language Instruction has been a part of the public school system in Boston for some 60 years now. The program, which moved a number of times, is now settled in the Abraham Lincoln School building on Arlington Street.

The Center occupies two floors and the basement area. The administration is looking forward to expanding to the upper floors of the building in the next school year. This will enable them to increase their enrollment and improve on the facilities now available.

School Facilities

Cafeteria
Language Lab
Resource Room

Magnet Theme

Instruction in the reading, writing, and speaking of the English Language is offered in a full day program to those for whom English is a second language. Learning English helps students to find better educational opportunities and improved job placement.

Educational Program

There are beginning, intermediate, and advanced sections of language instruction in academic and nonacademic categories. Every course of study includes work in the language laboratory, a choice of U.S. History or U.S. Geography, and options for study in U.S. Government, Citizenship, and Mathematics. Students are tested on entering the school. A flexible program is then worked out to meet the individual needs of the student within the general structure. Classes are ungraded and open-ended. Students may move to a more or less difficult level at any time.

The school is developing programs to run in tandem with their instructional classes. One, on consumer education, is being developed in cooperation with the Department of Bilingual Education. Another, in Career Education, helps students to make the transition to English speaking employment. Special field trips to museums, historical sites, and libraries are also a regular part of the school program.

Many students take the driver's test in English, and College entrance SAT's.

Approximately one-third of the students will reach a proficiency in English sufficient to continue with their peer group in secondary or technical education. Ten percent will enter colleges or universities. Seven percent will acquire jobs in a type of employment for which they were trained in their native countries. All will be capable of reading, writing, and speaking English to meet success in their everyday life, family and community.

Specially-Funded Programs

The English Language Center has recently been paired with Emmanuel College. They will be jointly developing proposals for the coming school year in the areas of multi-cultural awareness and in utilizing the metric system in their math programs.

The principal also hopes to develop a unified plan of vocational education. This would involve cooperation with other vocational resources in the system.

Under the Emergency School Assistance Act, a remedial mathematics course has been initiated in addition to a Drama Workshop, a program in Multi-Cultural Awareness, and a special integrated laboratory project.

Special Needs -- 766

There are 18 special needs students at the Center. They participate in all functions of the school and also have use of a resource room and a special needs teacher. There is a full-time CET Chairperson available to the students.

Students in the program range in age from 13 to the elderly. Many participate in an Advisory Council along with social workers and parents of younger students. They fulfill the role of a Racial Ethnic Parent Council.

Editorial Comments

The physical appearance of the school is not pleasant. However, the faculty and students are intensely involved in their work and the personal atmosphere is friendly. The principal is making excellent use of the resources available to the school. It appears that a full-time guidance/placement person would be helpful.

Occupational Resource Center
240 Heath Street
Jamaica Plain, Massachusetts 02130

High School
Telephone: 566-4425; 566-4328
Frank Power, Headmaster

Enrollment 1976-77: Total - 720 White: 151; Black: 321; Other Minority: 248

Projected Openings for 1977-78: The ORC is currently underenrolled, especially for white students. There will be openings for students at all grade levels next year.

Description of School

The Occupational Resource Center currently occupies two buildings, the Jefferson School at 240 Heath Street in Jamaica Plain and the Bullfinch Annex at 841 Parker Street, Roxbury. The main building on Heath Street is set between the Veterans Administration Hospital and the Hennigan School. The Bullfinch Annex is within walking distance of the Jefferson School. These two buildings are the temporary quarters for the ORC. The program will eventually occupy a totally new center on New Dudley Street, designed specifically for occupational programs.

Educational Program

The ORC is a specialized skill training program available to all Boston high school students. The ORC's programs are designed to provide students with saleable skills in the allied health and human service occupations. Some of the programs which will be available at the ORC next year are:

Exploring Health Careers	Grades	9, 10, 11, 12
Health Aide		11, 12
Hospital Assistant		12
Culinary Arts		9, 10, 11, 12
Food Service Worker		9, 10, 11, 12
Restaurant/Hotel Management		12
Fashion Design		10, 11, 12
Cosmetology		10, 11, 12
Medical Secretary		12
Retailing		9, 10, 11, 12

For Bilingual Students

Ayundante de Enfermeria (Nurse Assistant)	Grado	12
Servicios de Alimentos (Food Service Worker)		9, 10, 11, 12
Cosmetologia (Cosmetology)		10, 11, 12
Desarrollo de Carreras Comerciales (Business Careers)		9, 10, 11, 12
Mecanica del Carro (Auto Mechanics)		10, 11

Students interested in a program at ORC can apply through the Flexible Campus program at their high school, (the ORC is not a full-time high school, therefore students are not assigned directly to the program). Students attend the ORC for three periods, either in the morning or the afternoon. Students take their regular academic courses at their home high school. They are transported by bus from a neighborhood pick-up point to the ORC for the morning session, and then to their high school for the afternoon classes. Afternoon students at the ORC are transported from their high schools, and home to neighborhood drop-off points.

The ORC currently has a job developer for students in the bilingual programs. These services will be provided to all students next year who will be looking for jobs at the end of their training. The ORC programs are offered to all students whether they intend to go to college, a technical school, or seek employment right after graduation.

Special Needs -- 766

The ORC currently serves eighty special needs students. These students are mainstreamed into the various skill training programs based on core evaluations completed at their home high schools.

Special Services

BILINGUAL PROGRAM: The ORC enrolls a sizeable number of Spanish speaking students in its five separate programs for bilingual students. The ORC has ten bilingual teachers, a bilingual guidance counsellor, a bilingual job developer, and a bilingual aide who assists with special needs students. Last year, 42% of the bilingual students enrolled in ORC and graduating from high school, went on to a college, junior college, or technical school.

PROGRAMAS BILINGUES HISPANOS EN LAS ESCUELAS MAGNETOS

El distrito 9, es el distrito escolar magneto a nivel de la ciudad. El distrito tiene nueve escuelas elementales (grados 1-5), tres escuelas intermedias (grados 6-8), y nueve escuelas superiores (grados 9-12). Estas escuelas son usualmente llamadas "escuelas magnetos" debido a que los padres escogen enviar alli a sus hijos en vez de enviarlos a una escuela del distrito.Ellas ofrecen a cada padre y cada estudiante la oportunidad de escoger a que tipo de escuela el estudiante ha de atender. Estudiantes de cada y todas partes de la ciudad atienden las escuelas magnetos.

Diez escuelas en el distrito 9, tienen programas bilingues para estudiantes de habla hispana. Ellas son;

Jackson-Mann Escuela Elemental en Allston
Rafael Hernandez Escuela Elemental en Dorchester
Hennigan Escuela Elemental en Roxbury
William M. Trotter Escuela Elemental en Roxbury
Charles E. Mackey Escuela Intermedia en el South End
Martin Luther King Escuela Intermedia en Dorchester
Madison Park Escuela Superior en Roxbury
Copley Escuela Superior en Back Bay
Boston Escuela Superior en Back Bay
English Escuela Superior en el Fenway

Algunos de estos programas bilingues son amplios. Por ejemplo, la Escuela Superior English tiene 160 estudiantes hispanos bilingues,y la escuela intermedia Mackey tiene 100. Sinembargo la Escuela intermedia Martin Luther King tiene unicamente 24 estidiantes bilingues en su programa.

Padres quienes quieran enviar a sus hijos a algunas de las escuelas de el distrito 9, deberan aplicar a una o mas de estas escuelas. Los padres deben aplicar en las formas de asignacion, que el Departamento de Escuelas envia a la casa con sus hijos en el mes de Mayo.

Padres hispanos tienen dos obciones importantes que hacer, cuando llenen la forma de asignacion de escuela.Primero han de decidir si el estudiante ha de estar o no ha de estar en un programa bilingue. Programas bilingues ofrecen instruccion en materias basicas (matematicas, historia, ciencia), en el idioma nativo del estudiante, mientras este aprende ingles como segundo idioma. El padre debe de requirir un programa bilingue en la forma de asignacion, si quiere que sus hijos sean ensenados en ambos idiomas, su idioma nativo e ingles. Un estudiante no puede ser asignado a un programa bilingue sin el permiso y consentimiento de sus padres.

Luego que padres y estudiantes hayan decidido si han de estar o no, en un programa bilingue, ellos tienen que decidir si quieren que el estudiante atienda una escuela de distrito, o si quieren aplicar para una o mas de las escuelas magnetos. Si los padres y estudiantes quieren un programa bilingue en una de las escuelas magnetos, deben de escoger una de las diez escuelas en el distrito 9, que tienen un programa bilingue para estudiantes hispano-parlantes. Si los padres y estudiantes quieren aplicar a una de las escuelas magnetos, pero no quieren un programa bilingue, ellos pueden solicitar para cualesquiera de las escuelas magnetos dentro del nivel escolar apropiado, (Elemental, Intermedio, Superioe)

En aplicando a una de las escuelas magnetos, los padres deben de escoger, una primera, segunda y tercer escuela en orden de preferencia y anotar este escogido en orden en la forma de asignacion escolar enviada por el departamento escolar. Esto es requerido para ambos, los programas bilingues y los programas de las escuelas magnetos, regulares. Cada ano, el numero de aplicaciones para las escuelas magnetos son mucho mas que el numero de asientos disponibles. Si los padres aplican para mas de una escuela magneto, y no hay stio disponoble en la escuela a la cual aplicaron primero, entonces el estudiante ha de ser asignado a una de las escuelas que escogieron en segundo o tercer puesto, si es posible. Cuando no se ha indicado un segundo o tercer preferimiento, el estudiante es asignado automaticamente a su escuela de distrito regular.

INFORMACION SOBRE PROGRAMAS BILINGUES

Las siguientes preguntas y respuestas proveen mas informacion sobre programas bilingues.

1. Que ofrece un programa bilingue al estudiante?

El programa bilingue provee instruccion en las materias basicas de ciencia, matematicas e historia, al estidiante, en su idioma nativo. Al mismo tiempo el programa bilingue ensena al estudiante a, hablar, leer y escribir ingles. Los programas bilingues han sido establecidos para ayudar al estudiante en la transicion de aprender en su idioma nativo a aprender en el idioma ingles.

2. Quien tiene derecho a participar en un programa bilingue?

Cualesquiera studiante cuyo lenguage principal no sea el ingles, o quien tiene dificultad, entendiendo, leyendo o escribiendo el idioma ingles debido al lenguage que se habla en el hogar, tiene el derecho a participar en un programa bilingue. El sistema escolar usa el termino lenguage principal, para significar el lenguage que se habla en el hogar.

3. Como se inscribe un estudiante en un programa bilingue?

Los padres del estudiante deben de requerir que el estudiante sea inscrito en un programa bilingue. Los padres deben de hacer este requerimiento en la forma de asignacion que el departamento de escuelas envia a la casa con cada estudiante en el mes de Mayo.

4. Puede un estudiante ser asignado a un programa bilingue sin el consentimiento de sus padres?

No. Los padres tienen que dar su permiso y consentimiento para que sus hijos sean asignados a un programa bilingue.

5. Tienen que estar todos los estudiantes hispanos-parlantes, asignados a un programa bilingue?

Todos los estudiantes hispanos-parlantes no tienen que estar asignados a un programa bilingue. Los programas bilingues han sido creados para aquellos estudiantes que necesiten ser ensenados en su propio idioma mientras aprenden a leer, hablar y escribir en ingles.

6. Cuales son las limitaciones de los programas bilingues?

Los programas bilingues no estan disenados para mantener en los estudiantes sus abilidades para leer, escribir o hablar en su propio idioma. Estos programas han sido creados unicamente para ayudar al estudiante a cambiar de su idioma para hablar y aprender en ingles.

7. Por cuanto permanece un estudiante en un programa bilingue?

El estudiante puede permanecer en programa bilingue por hasta tres anos. El estudiante puede dejar el programa bilingue antes de tres anos si esta preparado a atender clases donde las instrucciones sean totalmente en ingles.

8. Estan los estudiantes bilingues totalmente separados de otros estudiantes?

Los estudiantes bilingues estan supuestos a tener clases de arte, educacion fisica, y otras clases como economia domestica con otros estudiantes de habla inglesa.

9. Cual es la diferencia entre un programa bilingue y un programa de ingles como segundo idioma?

En el programa bilingue las materias basicas como, matematicas, ciencia e historia son ensenadas en el lenguage nativo del estudiante, mientras este aprende ingles. En el programa de ingles como segundo idioma, los estudiantes tienen ciertas clases al dia para desarrollar sus destrezas en lectura, deletreo y vocabulario en ingles y toman todas sus otras clases en ingles.

Escuela Elemental Jackson-Mann

La Jackson Mann esta localizada en Union Square en Allston. La escuela es accesible con facilidad atravez de la transportacion publica, desde la estacion Dudley y la estacion Kenmore Square. Es un moderno edificio, con cafeteria, gimnasio, salon de arte, economia domestica,y un estudio teatral. La escuela contiene dos programas separados, la Andrew Jackson es la escuela elemental regular y la Horace Mann es una escuela especial para ninos con dificultad en oir.

La escuela tiene el cuerpo estudiantil-multi etnico mas diverso en la ciudad. Blancos, Negros, Hispanos, Indios Americanos, Vietnamitas y estudiantes Griegos atienden la Jackson-Mann. La escuela enfatiza educacion multi-cultural.

Hay 864 estudiantes en la Jackson-Man. 38 estudiantes hispanos atienden tres clases bilingues en la escuela. Una de estas clases es una clase de trabajo avanzado para ninos bilingues adelantados que demuestran abilidad para aprender mas alla del nino promedio.

Escuela Elemental Rafael Hernandez

La Rafael Hernandez es un edificio pequeno de un solo piso, localizado en la Carretera Colombia, cerca de la interseccion con la calle Quincy. La escuela tiene 200 estudiantes. 135 de estos estudiantes son hispanos. La Hernandez es la unica escuela en la ciudad con un principal hispano. Educacion Bilingue/Multi-cultural es el tema magneto en la Rafael Hernandez.

Clases en la Hernandez, son pequenas, con un maestro y un assistente/ayudante a maestro por cada veinte estudiantes. Los estudiantes trabajan en lectura y matematicas en la manana. En cada clase hay tanto hispano-parlantes, como tambien estudiantes que hablan ingles. Todos los estudiantes estan aprendiendo un segundo lenguage. Los estudiantes hispano-parlantes aprenden a leer, escribir y hablar ingles, y los que hablan ingles aprenden a hablar espanol. Y Ciencia y estudios sociales multiculturales, son partes del programa del salon de clases. La escuela tambien incluye activides culturales como parte del proceso de ensenanza. Bajo uno de los programas culturales, un grupo local de teatro ayuda a los estudiantes y a los maestros a crear actuaciones para ocasiones especiales.

Escuela Elemental James W. Hennigan

La escuela elemental James W. Hennigan esta localizada en un moderno y bien equipado edificio en la calle Heath de Jamaica Plains. La escuela se encuentra en facil acceso por medio de autobus desde la estacion Dudley y en la linea del MBTA de Arborway-Huntington. El area residencial que cerca la escuela es mayormente hispana.

La Hennigan tiene 791 estudiantes. 84 estudiantes estan en el programa bilingue. La escuela esta trabajando para expandir su program multi-cultural educacional para el proximo ano.

La Hennigan tiene seis clases bilingues para estudiantes hispanos. Los estudiantes bilingues son integrados en los salones/hogares con estudiantes de habla inglesa, y toman educacion fisica, economia domestica, natacion, musica, y arte con estos estudiantes. Los estudiantes bilingues tienen clases de ciencia, matematica y estudios sociales en espanol, y clases separadas para ingles y lectura. La Hennigan tiene un programa especial de lectura para estudiantes bilingues, y tambien dos clases de ingles como segundo idioma. Estudiantes de habla inglesa pueden escoger clases para hablar espanol, bajo el programa de educacion/multi-culral de la Hennigan.

Escuela Elemental William M. Trotter

La William M. Trotter esta localizada en un nuevo edificio de dos pisos en la Avenida Humbolt en Roxbury. Se puede llegar en autobus desde la estacion Dudley. La escuela tiene muchas facilidades especiales, incluyendo salones de musica, un salon de arte, un gimnasio, una biblioteca, salones especiales para la lectura, y matematicas y un auditorio.

Hay 660 estudiantes en la Trotter. La escuela tiene dos clases bilingues para estudiantes hispanos. En adicion a sus clases de ciencias, matematicas y estudios sociales en espanol y sus clases de lectura y lenguage en ingles, los estudiantes bilingues son parte de un programa especial con los estudiantes de habla inglesa en el primer, segundo, tercer y cuarto grados. Bajo este programa, los estudiantes hispano parlantes y los estudiantes de habla inglesa aprenden el idioma de cada uno. Estudiantes bilingues participan con estudiantes de habla inglesa.

La Trotter tiene clases de multi-grados, que combinan estudiantes de dos diferentes grados. En algunas de estas clases dos maestros trabajan juntos como un equipo, juntando las clases de ambos. Cada salon abre hacia un centro de aprendisaje que tiene espacio para estudio individual. La Trotter anima a los estudiantes a aprender a trabajar independientemente.

Escuela Intermedia Charles E. Mackey

La escuela Mackey esta localizada en el 90 de la calle Warren, en el South-end. La escuela es muy espaciosa y tiene muchas facilidades especiales. La escuela tiene un salon de arte, salon de economia domestica, un taller de metal y de madera, laboratorios de ciencia, una biblioteca, un gimnasio y un auditorio. Hay 457 estudiantes en la Mackey. 100 estudiantes participan en el programa bilingue.

Todos los estudiantes en la Mackey tienen clases en lectura, ingles,matematicas,ciencia, educacion fisica y las artes aplicadas (trabajo en metal, madera o economia domestica). Estudiantes en el septimo y octavo grado pueden seleccionar cursos especiales adicionales como parte del tema magneto de la Mackey, que enfuerza las artes y humanidades. Cursos electivos incluyen: musica, artes bellas, ciencias de vida, economia domestica, trabajo en madera, trabajo en metal y dinamica humana.

El programa bilingue tiene cinco maestros y cinco ayudantes a maestros, que ensenan lectura, matematicas, estudios sociales y ciencia a los estudiantes en espanol. Estudiantes bilingues tambien aprenden ingles atrvez del programa y participan con los estudiantes de habla inglesa en educacion fisica, trabajo en madera,y trabajo en metal. La Mackey tiene una maestra de lectura bilingue, quien provee lecturas adicionales o extras a los estudiantes que todavia no leen a su nivel. Alli hay un consejero bilingue y una ayudante a bibliotecaria bilingue, y los padres pueden comunicarse los unos con otros .

Escuela Intermedia Martin Luther King

La escuela Martin Luther King esta localizada en Dorchester en la Avenida Lawrence. El autobus de la Avenida Blue Hill desde la estacion Dudley pasa la Avenida Lawrance. Las facilidades de la escuela incluyen un gimnasio, salones de economia domestica, talleres de trabajo en madera y en metal, salones de arte, una libreria y una cafeteria. La cafeteria sirve almuerzo y desayunos calientes a los estudiantes 685 estudiantes atienden las escuela King. 24 estudiantes estan en el programa bilingue.

La King enfatiza las detrezas del lenguage como su tema magneto. Todos los estudiantes deben de leer todos los dias.Existe un programa especial de lectura para aquellos estudiantes que necesitan atencion especial. En adicion a las clases de matematicas, estudios sociales, e ingles, los estudiantes tienen clases de arte, ciencia, musica, economia domestica, educacion fisica, trabajo en madera y en metal, delineo grafico, espanol y frances tambien estan disponibles para los grados sexto, septimo y octavo.

El programa bilingue en la King es muy pequeno. Existe un salon de clases para estudiantes bilingues que son parte del programa de trabajo avanzado del sexto grado. Esta clase es para estudiantes hispanos-parlantes que han demostrado habilidades de aprendisaje sobre niveles promedios. La King tambien tiene una clase de ingles como segundo idioma para estudiantes bilingues.

Escuela Superior Madison Park

La escuela superior Madison Park, ocupara un nuevo edificio el proximo ano escolar. Estara localizada en la Nueva Calle Dudley, entre la calle Tremont y la Avenida Shawmut. La escuela tendra seis secciones separadas, conteniendo salones academicos laboratorios de ciencia, talleres de artes industriales, algunos gimnasios, dos piscinas y areas de teatro. Habran 2,000 estudiantes en la Madison Park, en el proximo ano escolar. El programa bilingue tendra por lo menos 75 estudiantes.

Madison Park ofrece programas para preparar al estudiante para colegio, careras de negocios, y para empleo luego de finalizar la escuela superior. Todo estudiante debe de tomar cuatro anos de ingles, dos anos de matematicas,estudios sociales y ciencias. Los estudiantes tambien pueden escoger otros cursos cada ano. Bajo su tema magneto, Madison Park tiene un, programa especial en musica, en las artes teatrales, (baile, teatro) cursos en jornalismo, radio y television, y clases en carreras medicas, estudios marinos, y estudios ambientales.

El programa bilingue tiene cursos en ingles, matematicas, estudios sociales, ciencia y espanol. El programa tambien tiene un curso de ingles como segundo idioma. Estudiantes en el programa bilingue tambien pueden tomar cursos en cultura hispana e historia. El programa de teatro y el programa de comunicaciones estan abiertos a los estudiantes bilingues, y ellos tambien pueden tomar clases en fotografia, tejer, y ceramica.

Escuela Superior Copley

La escuela superior Copley esta localizada en el 150 de la calle Newbury, a un bloque de Copley Square. 511 studiantes atiende Copley High este ano. 48 estudiantes estan en el programa bilingue. Copley prepara sus estudiantes para colegio, para careras de negocios, y para empleo luego de finalizar la escuela superior. 75 por ciento de los estudiantes pasan a colegio luego ed terminar en la Copley.

Todos los estudiantes en la Copley toman cursos en ingles, matematicas, ciencia estudios sociales, arte y un idioma extranjero. Los estudiantes en Copley escogen otros cursos y pueden participar del programa especial de comunicaciones/artes La escuela tiene tambien un programa especial que permite a los estudiantes el trabajar en una universidad, o en hospitales, o en una de las instituciones culturales de la ciudad

El programa bilingue tiene dos maestros para los 43 estudiantes. Estudiantes bilingues tienen clases en ingles, matematicas, ciencia, y estudios sociales. Existe un programa especial en carreras para estudiantes bilingues.

Escuela Superior Boston

La escuela superior Boston esta localizada en el 338 de la calle Newbury, justo a medio bloque de la avenida Massachusetts. La escuela tiene 587 estudiantes este ano. 71 estudiantes en el programa bilingue.

La escuela superior Boston, es una escuela especial, diferente de todas las otras escuelas superiores en la ciudad. La escuela esta establecida para estudiantes que han abandonado otras escuelas, o que rara vez asisten a la escuela. En la escuela superior Boston, los estudiantes asisten a clases por tres horas al dia y trabajan otras tres horas. La escuela ayuda a todos los estudiantes de 16 anos o mayores a econtrar trabajo. El estudiante debe de asistir a la escuela para que se le sea permitido el trabajar. La escuela prepara al estudiante para empleo depues que este termine la escuela superior.

Los estudiantes bilingues reciven instrucciones extras en ingles en adicion a tener sus clases basicas en espanol. Existe un programa especial de lectura para los estudiantes bilingues para ayudarles a levantar su nivel de lectura. La escuela puede proveer una cantidad limitada de trabajos para aquellos estudiantes que no hablan ingles, y muchos mas para aquellos estudiantes que pueden hablar ingles. Alli haen cinco maestras para el programa bilingue.

Escuela Superior English

La escuela superior English, opera en un moderno edificio de diez pisos en la avenida Louis Pasteur, justo a dos bloques del colegio estatal de Boston en la avenida Hunttington. 2155 estudiantes atienden la escuela English. Cada ano la escuela tiene aproximadamente 160 estudiantes en su programa bilingue. La escuela tiene un gimnasio, cafeteria, piscina, area de talleres, auditorio, biblioteca, estudios de arte, y salones de economia domestica en adicion a sus laboratorios de ciencias y salones de clases regulares.

Los estudiantes pueden escoger entre tres programas academicos en la escuela superior English; curso preparatorio para colegio, colegio-negocios, negocios. El curso preparatorio para colegio y el curso; colegio-negocio estan disenado para aquellos estudiantes que intentan continuar su educacion en colegios de dos y cuatro anos.

La escuela English ha desarrollado una serie de programas bajo su tema magneto. Los estudiantes pueden participar en su programa teatral, el programa de Arte Magneto, programa de careras en el campo de la salud, el Centro de Estudios Urbanos, o en un programa extensivo de educacion de economia domestica.

Estudiantes en el programa bilingue toman ingles como un segundo idioma, espanol para nativos-parlantes, estudios sociales y matematicas en espanol. El programa tambien ofrece cursos en musica, dibujo mecanico, y preparacion para colegio. Estudiantes bilingues participan con estudiantes de habla inglesa en las clases de arte, educacion fisica, y otros cursos si es posible. El programa bilingue tiene ocho maestros, un consejero y cuatro ayudantes bilingues.

Explanation of the Format for School Descriptions

We have used a similar format for the description of each of the magnet schools. This includes certain basic information on each school and allows parents to make some comparison of school facilities, magnet themes and program offerings. Before reading the section on individual schools, it may be helpful to read the following explanation of the format and some of the terms used in the descriptions.

We begin with a description of the school building and facilities and then discuss the magnet theme of the school. The general program and educational style of a school are included in the description of the educational program.

Specially Funded Programs

In this section we describe those programs that are dependent on special funding for their continuance. Although it is expected that most of these programs will be available at the magnet schools next year, it is important to understand that this is dependent on refunding. Some background information on the types of special funding referred to may be helpful in reading this guide.

Title I:

Title I provides federal monies for direct services to "educationally disadvantaged children in schools with a high incidence of poverty". There are federal guidelines that Boston must follow in determining which schools are eligible for Title I services. School attendance areas are ranked according to the percentage of low-income families living within that school district. The schools with a percentage of low-income families higher than the city-wide average become eligible for Title I.

Because students are assigned to a magnet school from all over the city, all magnet schools are eligible for Title I services, but, in order for a child to receive Title I services, s/he must live in a geocode that is Title I eligible. In other words, not all students who attend a magnet school can participate in Title I programs.

Chapter 636 Funding

Massachusetts Chapter 636 is an amendment to the Racial Imbalance Act and is intended to help reduce racial segregation in public schools in the state. Chapter 636 authorizes the State Board of Education to fund educational projects in cities working to promote racial balance in their schools. Boston is eligible to receive special 636 funds for programs designed to improve the quality of education students are receiving in desegregated schools.

Chapter 636 monies fund many special programs in the magnet schools. According to the funding guidelines, teachers and parents at each school are to be involved in planning for and approving proposals for 636 funded programs. In many cases, 636 funded programs are developed in collaboration with a college/university or with a cultural institution.

University Pairings:

Many magnet schools have been "paired" with colleges or universities. These pairings were established as part of the Federal Court Desegregation Plan and were designed to make the resources of colleges and universities more available to the Boston Public Schools. There are many pairings within District 9 that vary in kind and quality.

Cultural Pairings:

Chapter 636 monies also support pairings between various cultural institutions and individual schools in Boston. The Cultural Educational Collaborative helps link cultural institutions with schools and attempts to match cultural resources with expressed needs of a school. A school requesting a science program may be linked with the Franklin Park Zoo while a school requesting additional music programs may be paired with the New England Conservatory of Music.

Special Needs - 766

We have given a brief description for each school of the services provided at that school in accordance with Massachusetts Chapter 766. This state law requires that school systems evaluate and provide educational services for children with special needs. Children with a wide range of special needs including learning disabilities and behavioral or physical handicaps are to be provided with the special educational services they need. Whenever possible, these services are to be provided with the children being "mainstreamed" in regular classes. Children who need more intensive help may be assigned to "substantially separate" classes.

The Core Evaluation Team Chairperson (CET) at each school is responsible for handling referrals, scheduling evaluation conferences and supervising the delivery of services to children in that school. Parents are to be involved in the entire process, from evaluation to planning a program for their child.

In this guidebook, we give very basic information on the 766 services at the magnet schools. This will give concerned parents some idea of what is available at each school. We would encourage parents to contact any school you are considering to get more comprehensive information and to determine whether the special services available are adequate for your child.

Bilingual Programs:

The Massachusetts Transitional Bilingual Act requires the school system to provide bilingual programs for students of limited English-speaking ability. In the bilingual program, basic subjects like mathematics, science, and history are taught in the students' native language while the students learn English. In an English-as-a-Second-Language (ESL) program, students have several classes each day to develop reading, spelling, and vocabulary in English, and take all of their other subjects in English.

The bilingual programs within District 9 are explained briefly in the description of each school. A special section of this guidebook is written in Spanish and summarizes the descriptions of all schools with Spanish bilingual programs and gives additional information for Hispanic parents.

Choosing a Magnet School

There are many factors to consider in trying to select a school for your child or children. This guidebook provides parents with a description of the facilities, the educational program, the learning atmosphere, and some sense of the potential services. The descriptions are as accurate as possible and can serve as indicators for parents. The descriptions in this book should indicate whether the school offers what you feel your child needs in terms of teaching styles, class arrangement, curriculum and special services.

The best information however, comes from a school day visit by the parent. You can see for yourselves the sunlight in the library, the expressions on the children's faces, and hear the sound of the teachers' voices. You can ask the administrator specific questions about the remedial services or the enrichment courses. You can feel for yourself the respect, or lack of it, for students of all racial and ethnic groups. Most District IX administrators encourage prospective parents and students to visit their schools.

Before planning visits, you will want to evaluate the information in this guidebook. Some of the magnet schools are filled to capacity in the upper grades. There is little advantage in applying for one of these schools. All schools will have some openings at the entering class level, (first, sixth, seventh and ninth grades). The racial balance will also effect the possibilities of being admitted so it is a good idea to make note of those schools recruiting students from specific racial groups.

The location of the school has been another concern for some parents. Since the magnet schools are city-wide, some of the bus routes are somewhat long and round-about, often requiring children to be on the bus for almost an hour. In addition, some children who live close to a bus pick-up point may not have to be there until after their parents have to leave for work. For young children and their parents this may present a problem. Each parent should consider their situation and decide what is most feasible for them.

Most of us are looking for a school in which education goes on in an atmosphere of cheerfulness and positive reinforcement. We are qualified to estimate what our children need and to find a setting conducive to their needs. Once our child is in a school, we are entitled to have our suggestions taken seriously and our rights as parents respected.

Assignment Process

Every Spring assignment applications are issued by the Boston Public Schools and assignments are made according to guidelines established by the Federal District Court. Assignment booklets and application forms are expected to be ready sometime in May, 1977 and will be sent home with every child currently enrolled in the Boston Public Schools. Students new to the city and others who want to enter the Boston Public Schools for the first time can obtain an application booklet from the offices of any of the Community District Superintendents. The application booklets will give specific instructions on how to complete this year's form. The following information is based on experiences of the last two years.

Students in Boston have two general options available to them.
(1) To choose to attend school in their Community District. (Districts 1-8)
(2) To apply for a City-Wide Magnet School. (District 9)

Community District Schools

The city is divided into eight geographic districts called Community School Districts. All elementary and middle school students are guaranteed a seat in a school in their Community District. Students are assigned to a school according to their "geocode" - the small area of several blocks in which they live. Geocodes are assigned to each school so that the population in each school reflects the racial guidelines established for that district by the Court.

Community District schools offer a variety of programs, facilities and educational styles, but students cannot select a school within their district other than the one that corresponds to the geocode in which they live.

High school students may also choose to attend their Community District high school and will be assigned there if space is available. If there are no available seats, high school students may be assigned to a city-wide magnet high school even if s/he did not state that as a choice.

City-Wide Magnet Schools

District 9 is a city-wide district and includes twenty-one magnet schools and four special programs.

Students interested in attending a City-Wide Magnet School can name one, two or three choices for magnet schools on their assignment application. Students from anywhere in the city of Boston can request an assignment to a City-Wide Magnet School. The Federal Court Order establishes racial guidelines for the schools in the City-Wide District stating that there should be approximately 47% White, 41% Black and 12% Other Minority students in each school. Seats in every magnet school must be filled according to these guidelines.

Do some students have first priority?

All students (except kindergarten students) now attending a magnet school have a guaranteed seat at that school for next year if they return their application and mark "present school". Schools in the Model Demonstration Subsystem (Trotter, Wheatley, Copley Square High) have a special continuity policy recognized by the Court which provides for students graduating from one school level to have preference for seats at the next school.

How are available seats filled after these priorities have been honored?

Available seats are then filled from among the applicants according to the racial guidelines discussed above. If a magnet school has more applicants than available seats, students are chosen by random computer selection to fill the quota for each racial group. If enough students from one racial group do not apply for a school, it may be underenrolled.

What are my chances of getting into a magnet school?

There are three exam schools - Boston Latin, Boston Latin Academy and Boston Technical. Those wishing to enroll in any of these schools must take the SSAT entrance exam.

You are not guaranteed a seat in a magnet school when you apply. Most of the magnet schools in Boston were full this year. A few schools are underenrolled and are conducting special recruitment drives for students of one racial group. In this guidebook, we have tried to give information on the expected number of openings for next year at each school. In all cases there will be seats in the entering class level at the school (first, sixth or ninth grades) but it is expected that most students in the other classes now will choose to return to their seats next year.

At the beginning of the description of each school, we give an indication of projected openings at that school. Read this section carefully to get an indication of available seats for next year. These are not "official" figures but are based on current enrollments and an unofficial projection by school administrators.

Unfortunately, we were not able to get statistical information on the number of students who applied to each magnet school last year, compared to the number who were admitted. We were told that that information is not available. The information would have been helpful in trying to estimate your chances at getting into a particular school.

We would suggest that based on the experiences of the last two years, the following schools will have more seats available and thus offer you a better chance of getting in. Some will have more seats available for members of a particular racial group.

A Very Unofficial List of Better Chances

Elementary Schools

Guild School	Recruiting more Black and Other Minority students.

McKay School	Recruiting more Black and Other Minority students.
Trotter School	Recruiting more Hispanic bilingual students.
Hernandez School	More openings for White, English-speaking students.

Middle Schools

Martin L. King	Recruiting more White Students.

see also the Mario Umana below - begins with 7th grade

High Schools

Madison Park	A new building for September means an increase in the total enrollment so more seats for everyone. Recruiting more White students.
Mario Umana	Somewhat underenrolled this year. Recruiting all students, particularly Black and Other Minority.
Boston Trade	Recruiting more White students.

Transportation

Transportation is provided for many students attending magnet schools. The cost of busing for desegregation is reimbursed to the city by the state. Elementary students who live more than one mile from their assigned magnet school, are transported to and from school. In some cases, when safety is a factor, children living closer than one mile to the school are also given transportation. Middle school students living more than one and a half miles from a magnet school are eligible for transportation. In most cases, students are assigned to a school bus route and notified of a pick-up point near their home. Some students who do not live near a bus route for their school are transported by a station wagon or a "mini-bus".

High school students are provided with transportation to magnet schools if they live more than two miles from the school. In some cases, transportation is provided by chartered school bus, in others, high schools are serviced by special MBTA buses that are scheduled to pick students up at central locations in various neighborhoods, (i.e. Forest Hills, Cleary Square, etc.).

Transportation in District 9 has often been a headache for parents, school administrators and transportation planners. Every September there are numerous problems to be worked out so that children can be transported from all over the city to a magnet school in a reasonable length of time. We can only hope that each September will go more smoothly. Transportation notices are usually sent after assignment notices, notifying parents of the time and place of a bus pick-up.

Kindergarten

Although elementary schools in District 9 have kindergartens, most of them serve as neighborhood kindergartens. The magnet schools are required to enroll kindergarteners from the neighborhood assigned to that school. If space is available after neighborhood children have enrolled, children from other parts of the city may register. However, it is expected that transportation will not be provided for kindergarten students choosing to attend a City-Wide Magnet School.

Some of the magnet schools, like the Trotter and Haley, have had a city-wide enrollment for kindergarten in the past with transportation provided. Many parents would like to see these programs continue and hope to secure an agreement from the School Department to provide transportation. Parents who are interested in enrolling a child in a particular magnet school for kindergarten should call that school and talk with the principal. At this time, the School Department recommends that parents register all kindergarten students at their neighborhood school this Spring. If seats are available in magnet school kindergartens next September, parents can then request a transfer.

More Magnets Likely

It is expected that several more schools in the city may be designated as either city-wide or district magnet schools when the Federal Court issues the Phase III Order for next year. As this guidebook goes to press, definite information on additional magnet choices is not available. When the Court Order is issued, CWEC will provide further information on any new "magnet" schools. At this time there are several schools that have been suggested as additional magnet options and these are listed below:

JOSEPH LEE SCHOOL - 155 TALBOT AVENUE, DORCHESTER
An elementary school. Suggested as either a District III or city-wide magnet with a theatre arts theme.

NATHAN HALE SCHOOL - 51 CEDAR STREET, ROXBURY
An elementary school. Suggested as a city-wide magnet school with a fundamental education theme.

DAVID ELLIS SCHOOL - 302 WALNUT AVENUE, ROXBURY
An elementary school. Suggested as a District II Magnet with a science theme and an enrichment program for third, fourth, and fifth grades.

EAST BOSTON HIGH SCHOOL - 86 WHITE STREET, EAST BOSTON
A high school. It is suggested that a magnet program in business include a work-study option for students.

District IX Parent Teacher Resource Center

The District IX Parent Teacher Resource Center was conceived by a group of parents, teachers and administrators from the City-Wide Magnet School District together with interested persons from area cultural and educational organizations in the Spring of 1976. The purpose of the center is to facilitate the exchange of ideas between parents and teachers, and to provide a place where they can come for materials and resources. The center is funded by Chapter 636, state funds earmarked for projects designed to promote integration and to reduce minority isolation.

The center has a board that is the policy-making organ -- it consists of one parent and one teacher from each of the 12 middle and elementary schools, seven representatives from area cultural and educational institutions and one representative from the Area Superintendent's Office. In addition to being representative of the parents and teachers, the board reflects the different ethnic groups who attend the magnet schools.

The center has conducted a full scale assessment of teachers' and parents' needs via a district-wide mailing of questionnaires, and, on a one-to-one basis through its presence at parents' and teachers' meetings in the schools. To meet the request for materials, the center has an arrangement with the Children's Museum which allows teachers and parents to obtain bags of recycled material and to borrow curriculum kits and books from the Museum free of charge. Each month the center prepares a curriculum kit which is distributed in the schools' libraries. February - Afro-American History; March - Puerto Rico; April - Hub Box; May - Italy. Teachers and parents use the center to obtain information about activities and materials available within the district as well as throughout the city. The center mails out a monthly newsletter to all the elementary and middle school teachers and parents.

An important dimension of the center's goal is teacher and parent training. In conjunction with such institutions as: ESAA, the Children's Museum, Wheelock College, Massachusetts Horticultural Society, the center has offered workshops in Parenting, Horticulture, Teaching Cultures, Communications, Ethnicity and Self-Awareness, Educational Games and Puppetry.

The center is staffed by a full-time coordinator and a part-time staff of two parent community liaisons, one developer of parent/teacher services and one secretary.

The following is an addenda to A Parent's Guide to Magnet Schools. The Federal Court order for Phase III established the Nathan Hale School as a District IX magnet school.

Nathan Hale School
51 Cedar Street
Roxbury, Massachusetts 02119

Elementary
Telephone: 427-1930
Marilyn Kiely, Principal

Enrollment 1976-77: Total - 191 White - 10 Black - 160 Other Minority - 21
Average Class Size: 15

Projected Openings for 1977-78: The capacity of the school is 260. Next year there will be openings at all grade levels especially for white students.

Description of School

The Nathan Hale school is a small sturdy building constructed in 1909. It is located in an older residential section of Roxbury called Fort Hill. The high ceilinged classrooms have tall windows and brightly painted walls. The children's desks are modern and can be moved for grouping.

School Facilities

Library
Reading Lab
Resource room
Teacher's Resource room

Magnet Theme

The magnet theme is academics-plus. The aim of the school is to emphasize the basic subjects of elementary education, such as reading, math, spelling, grammar, and handwriting. Learning objectives and achievement levels are clearly stated for each grade and the children, within their capabilities, are expected to accomplish these goals before moving to the next grade. The result is expected to be sound skills for all and an enhanced feeling of self esteem.

Educational Program

The Nathan Hale has a graded structure with teacher-directed instruction. The curriculum will be planned for a five year coordinated program. The Economy Reading Program will be used in conjunction with the Merrill Linguistics Program; and the D.C. Heath Math Series will be used through all five grades. Thus there will be continuity in acquiring the basic skills from year to year.

Homework starts in the first grade. The principal believes that assignments help to carry over learning into the home, and give the child a sense of responsibility about working on his/her own. Testing will be frequent. There will be tests constructed by the teacher, others prepared by the textbook publishers, and, the city-wide tests. The administrator feels that testing and some controlled competition prepares a child to cope with her/his environment.

Additional Programs

Several extra programs are available for the children. Everyone has art and music. The fourth and fifth grades also have home economics. Field trips are scheduled at various times for all grades. The principal believes that the children should explore the benefits the city has to offer, such as, the Arboretum and the Children's Museum. Her hope is that they will continue to enjoy these places on later occasions with their families.

A program with the Ponkapoag Outdoor Center has been very successful this year and will continue next year. The children study environmental science and share the pleasant experience of enjoying and appreciating each other in a different setting. At the school the teachers have the additional resource of a science consultant.

Specially Funded Programs

636 funding has provided the Hale School with a Physical Education instructor, a reading clinician, and tutors from Northeastern University. They also have a cultural pairing with the Boston Ballet, and a music enrichment series with Young Audiences.

Title I reading is available as well as the facilities of an excellent reading laboratory for all types of reading improvement.

Special Needs -- 766

There is a resource room teacher and a learning disabilities teacher who works with students three days a week. A CET chairperson is shared with another school. Core evaluations have been readily carried out and there is no backlog.

Parent Involvement

Parents were invited to participate in planning curriculum. There is an RPC and a Home and School Association. The principal feels that transportation to RPC meetings should be provided for parents, and also that mutually convenient locations for meetings can be worked out.

The principal is trying to develop a teaching schedule that would allow one day a week for the variety of extra programs in addition to allowing time for teacher planning and parent conferences. In addition there would be scheduled parent conferences after two of the four report cards are issued.

Parents are welcome to volunteer for work in the Library or in the schoolyard at lunch time.

Editorial Comments

This school offers a legitimate alternative to the variety of other magnet programs. It is a traditional curriculum and a structured classroom situation. The atmosphere at the school is friendly, quiet, and orderly. The children greet teachers and visitors in the hall and respond to questions eagerly. Parents should consider calling Mrs. Kiely or visiting the school to learn more about the program and its usefulness for their child.